Penny Pinching Proteins

Behavioral Objectives	Sample Test Items
1. When given a list of twenty foods, the student will be able to identify, with at least 80% accuracy, those foods that are rich in protein. (B.O.1)	1. Twenty foods are listed below. Place a P on the line at the left of each food which is rich in protein. Sample list of foods* _____a. Chicken a la king _____b. French fried potatoes _____c. Macaroni and cheese _____d. Salmon patties _____e. Bran muffins _____f. Beef stew _____g. Omelet _____h. Cream of tomato soup _____i. Sausage pizza _____j. Creamed tuna on toast _____k. Peanut butter & jelly sandwich _____l. Brownies _____m. Custard _____n. Tuna casserole _____o. Hamburger on bun _____p. Chocolate milk shake _____q. Split pea soup _____r. Buttered corn _____s. Peanut butter cookies _____t. Gelatin with fruit *Sample list will depend upon the individual teaching situation.
2. When given the newspaper advertisements of several local supermarkets, the student will be able to select the two best buys of meat and give two reasons for each selection. (B.O.2)	2. Three advertisements of local supermarkets are posted on the bulletin board. Select the two best meat buys in the three advertisements and give two reasons for each selection.
3. When given a cookbook and a list of low-cost protein foods, the student will be able to select a casserole recipe using one or more of the foods and prepare a nutritious and attractive casserole. The student should obtain a score of at least 80% on a checklist developed in class for the preparation of the casserole. (B.O.3)	3. Using the cookbook provided, select a casserole recipe using one or more of the low-cost protein foods listed below. Prepare the casserole according to the recipe selected. Your performance will be rated according to the checklist developed in class. Low-Cost Protein Foods a. Fish b. Chicken c. Dried beans or peas d. Cheese e. Lean ground beef f. Eggs g. Soy nuts or peanuts h. Cottage cheese Sample Checklist* — Yes — No ____a. The casserole recipe selected has one or more of the listed foods as a main ingredient. ___ ___ ____b. The recipe was followed correctly. ___ ___ ____c. Proper utensils were used. ___ ___ ____d. Finished casserole has an attractive appearance. ___ ___ ____e. Finished casserole has an appropriate texture. ___ ___ The checklist used will depend upon the individual teaching situation.

FOOD AND NUTRITION

LEISURE
Level IV: 6 hours

Module: THE PLEASURES OF HERBS

Learning Outcome: Develop variations of tried basic recipes, or use new recipes employing learned principles for varying.

Behavioral Outcomes:

1. Identifies common herbs as live plants and in dry form.
2. Utilizes herbs to complement foods.
3. Develops a knowledge of the growth and processing of herbs.

Suggested Learning Experiences:

- Identify samples and pictures of herbs. (1)
- Plan and prepare a variety of foods using different herbs which complement the foods chosen and each other. Have a tasting party and evaluate results. (2)
- Visit an herb garden. (1, 3)
- Discuss the storage of home-grown herbs and observe the preparation of one herb for drying or freezing. (3)
- Plant and care for a small herb garden in a classroom window box. (3)
- FHA experience: interview a restaurant chef about the use of herbs in foods. (2)

Suggested Measurement of Student Progress:

- Identify by aroma and flavor four herbs that are pleasing to the palate. (1)
- Match herbs with the foods that they complement. (2)
- Write an essay describing appropriate growing conditions and ways of processing two specific herbs. (3)

Related Module Title:

Cultural Variations in Food

The Pleasures of Herbs

Behavioral Objectives	Sample Test Items
1. When shown seven common cooking herbs in either plant or dry form, the student will be able to identify correctly at least five of the herbs. (B.O.1)	1. Seven common cooking herbs numbered 1-7 are on display. Identify each herb on display by writing its number on the line at the left of its name in the list below. Herbs* ____a. Savory ____b. Basil ____c. Sage ____d. Dill ____e. Chives ____f. Thyme ____g. Mint *The herbs used will depend upon the individual teaching situation.
2. Following the guidelines discussed in class, when given the foods to be served at a meal, the student will be able to select the herbs that should be used to complement the foods to be served and obtain a rating of at least 80% on a checklist developed in class. (B.O.2)	2. The foods to be served at a meal are listed below. Using the guidelines discussed in class, select the herbs which should be used to complement the foods to be served. Your selection of herbs will be rated by the checklist developed in class. (The foods given will depend upon teacher preference.) Sample Checklist* Yes No 1. Utilized at least one herb to complement each food ___ ___ 2. Selected a leading flavor and combined two to four less pronounced flavors with it ___ ___ 3. Herbs used in moderate amounts--not more than one pungent flavor in a blend ___ ___ 4. Used both green and dried herbs ___ ___ *The checklist used will depend upon the individual teaching situation.
3. Based on class discussion, the student will be able to list five herbs that can be grown easily. (B.O.3)	3. Name five herbs discussed in class that can be grown easily. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
4. When given a list of ten herbs, the student will be able to determine, with at least 80% accuracy, whether each herb is best prepared for home storage by drying or by freezing. (B.O.3)	4. Ten herbs are listed below. On the line at the left of each herb, place a D if the herb is best prepared for home storage by drying or an F if the herb is best prepared for home storage by freezing. _____a. Savory _____b. Parsley _____c. Sage _____d. Dill _____e. Chives _____f. Mint _____g. Thyme _____h. Rosemary _____i. Tarragon _____j. Basil

FOOD AND NUTRITION

HEALTH AND SAFETY
Level IV: 5 hours

Module: DON'T LET YOUR BODY WEIGHT GET YOU DOWN

Learning Outcome: Know dietary requirements of self and individuals of family and be able to plan or select meals to meet these requirements.

Behavioral Outcomes:

1. Identifies factors which affect body weight.
2. Evaluates personal body weight in terms of height-weight tables, food intake, heredity, and physical activity.
3. Examines the relationship between body weight and health problems.

Suggested Learning Experiences:

- Research and discuss emotional factors that can contribute to weight problems. (1)
- Record daily food intake and energy expenditure to determine the number of calories taken in and used. (1, 2)
- Collect and discuss newspaper and magazine articles about the characteristics and liabilities of obesity, and about programs for healthful weight reduction. (2, 3)
- Invite a guest speaker from Weight Watchers or another weight-control organization to discuss the subject of health and body weight. (1, 2, 3)
- View a filmstrip which illustrates health problems commonly associated with underweight and overweight. (3)
- FHA experience: with the help of the school nurse, organize a diet-exercise workshop for students who are concerned about controlling body weight and maintaining healthy eating habits. (1, 2, 3)

Suggested Measurement of Student Progress:

- Given a person's daily activities, determine the number of calories needed to be taken in that day. (1, 2)
- Write an essay on health problems related to overweight or underweight. (3)

Related Module Titles:

Cultural Variations in Food
The Pleasure of Herbs
Penny Pinching Proteins

Don't Let Your Body Weight Get You Down

Behavioral Objectives

1. Based on class discussion, the student will be able to list, with 100% accuracy, six factors which affect body weight. (B.O.1)

2. When given an activity chart for a person and the person's weight, the student will be able to determine, with 100% accuracy, the number of calories needed by the person each day, following procedures used in class. (B.O.2)

3. Based on class discussion, when given descriptions of three persons, the student will list, with 100% accuracy, two health problems that could be caused by their body weight. (B.O.3)

Sample Test Items

1. List six factors discussed in class which affect body weight.

2. An activity chart for a person weighing 170 pounds is given below. Following the procedures studied in class, determine the total number of calories needed by the person each day.

Activity Chart*

Activity	Calories Burned Per Pound Per Hour	Hours
Sleeping	0.5	8.0
Sitting Quietly: reading, writing, eating, watching television, school classes	0.9	8.5
Light Exercise: dressing, typing, playing piano, light housework	1.2	3.0
Moderate Exercise: bicycling, walking, active housework, babysitting with active child, gym	1.9	2.0
Active Exercise: dancing, skating, playing ping-pong	2.7	1.5
Very Active Exercise: running, swimming, basketball, tennis	4.7	1.0

*National Dairy Council

3. For each person described below, list two health problems that could be caused by their body weight.

   a. A 13-year-old girl with 4 teenage brothers is a heavy eater. She gets very little exercise and is extremely overweight.
   b. A 45-year-old man who works in an office is slightly overweight. He eats a large dinner each evening and then watches television. Each fall he does a lot of hunting and walking in the woods.
   c. A 30-year-old mother of 3 preschool children is very nervous. She is extremely underweight.

FOOD AND NUTRITION

RELATIONSHIPS
Level IV: 8 hours

Module: CULTURAL VARIATIONS IN FOOD

Learning Outcome: Become personally acquainted with individual dishes and/or meals that are typically served in a variety of ethnically different cultures or subcultures.

Behavioral Outcomes:

1. Identifies variations in eating patterns among various countries.
2. Describes distinctive characteristics of ethnic dishes of various cultures.
3. Identifies popular ethnic dishes of other countries and cultures.
4. Describes the use of ethnic dishes of other countries and cultures in American meals.

Suggested Learning Experiences:

- Locate various cultural areas on a world map. (1)
- View filmstrips on different countries and discuss their cultures in relation to eating patterns. (1)
- Prepare a display showing pictures of individual foods and ethnic dishes of other countries and cultures. (2)
- Prepare a cookbook of recipes from other countries. Include brief descriptions of the countries. (2, 3)
- Develop a list of "imported foods" used in everyday American meals. (4)
- Plan a week's dinner menus, each featuring a main dish of another country. (3, 4)
- Visit a restaurant specializing in food of another country and discuss the ethnic dishes served. (2,3)
- FHA experience: prepare and serve ethnic dishes of another country or culture at a chapter meeting. (2, 3, 4)

Suggested Measurement of Student Progress:

- Oral report on the culture and eating patterns of a specific country. (1, 2, 3)
- Given a set of American dinner menus, indicate those dishes that were originally from another country. (4)

Related Module Title:

The Pleasures of Herbs

Cultural Variations in Food

Behavioral Objectives	Sample Test Items
1. When given the names of three countries, the student will be able to describe briefly, with 100% accuracy, one way in which the eating patterns of the people in each country differ from the eating patterns of the people of the United States, based on class discussion. (B.O.1)	1. For each country listed below, briefly describe one way in which the eating patterns of the people in that country differ from the eating patterns of people in the United States. (The countries selected will depend upon the individual teaching situation.) a. China b. Norway c. Italy
2. When given the names of three countries, the student will be able to describe briefly, with 100% accuracy, one distinctive characteristic of the food of that country, based on class discussion. (B.O.2)	2. For each country listed below, briefly describe one distinctive characteristic of the food of that country. (The countries listed will depend upon the individual teaching situation.) a. France b. Japan c. Mexico
3. When given a list of descriptions of ethnic dishes of other countries and a list of their names, the student will be able to match, with 100% accuracy, each description with the appropriate name. (B.O.3)	3. On the line at the left of each ethnic dish description in Column A, write the number of the name in Column B which best fits the description. Column A / Column B ____a. Fancy miniature cake — 1. Tamale ____b. German cheesecake — 2. Käsekuchen ____c. French cheese pie — 3. Petit four ____d. Japanese meat dish — 4. Sukiyaki ____e. Mexican meat dish — 5. Quiche 6. Pirogen
4. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten uses of imported foods in everyday American meals. (B.O.3, 4)	4. List ten uses of imported foods in everyday American meals.

CLOTHING AND TEXTILES

MANAGEMENT
Level IV: 5 hours

Module: CENTERED AND LAPPED ZIPPERS

Learning Outcome: Select pattern and/or fabric that results in new learnings that will be of advantage for future clothing management.

Behavioral Outcomes:

1. Distinguishes between centered and lapped zipper applications and where each is more appropriately used.
2. Uses the zipper attachment correctly.
3. Follows instructions for zipper selection and application.
4. Identifies guidelines for zipper care for maximum serviceability.

Suggested Learning Experiences:

- Compare centered and lapped zipper application methods for the number of steps involved, time required, ease of insertion, and garments for which each would be appropriate. (1)
- Observe a teacher demonstrating centered and lapped zipper application methods. (2, 3)
- Prepare a bulletin board displaying the steps in centered and lapped zipper application. (1, 3)
- Choose the most appropriate zipper application method for own garment and insert the zipper by following instructions. (1, 2, 3)
- Develop a rating scale for zipper applications. (3)
- Discuss the care of zippers to obtain maximum serviceability. (4)
- FHA experience: make a pajama pillow with a zipper closure for a charity sale. (3)

Suggested Measurement of Student Progress:

- Identify the type of zipper application most appropriate for different garments. (1)
- Multiple choice test on selecting the most appropriate construction techniques for zipper applications. (1, 2, 3)
- List guidelines for care of zippers. (4)

Related Module Titles:

Problem Fabrics
Leisure-Time Garments

Centered and Lapped Zippers

Behavioral Objectives

1. Based on class discussion, the student will be able to list, with 100% accuracy, two reasons why the centered zipper application would be used in a garment and two reasons why the lapped zipper application would be used in a garment. (B.O.1)

2. When given five multiple choice questions about the appropriate construction techniques for zipper applications, the student will be able to choose, with at least 80% accuracy, the correct answer to each question. (B.O.1, 2, 3)

Sample Test Items

1. List two reasons why the centered zipper application would be used in a garment and two reasons why the lapped zipper application would be used in a garment.

2. For each of the following questions, select the best answer and write the number of that answer on the line at the left of the question.

___a. In most instances, when is a skirt zipper most easily applied?

1 before the construction symbols are marked
2 before the side seams are sewed
3 after the waistband is applied
4 after the hem is completed

___b. What should be the normal width of the seam allowances of zipper openings?

(1) 1" (3) 5/8"
(2) 3/4" (4) 1/2"

___c. When constructing a garment, the length of the zipper opening should equal the length of the zipper plus

(1) 1" (3) 1/2"
(2) 2" (4) 5/8"

___d. An adjustable zipper foot should be adjusted so that the needle is located

1 to the right of the foot
2 to the left of the foot
3 in the center of the notch with no part of the foot riding on the zipper coil
4 in the center of the notch with the foot riding on the zipper coil

___e. What is the purpose of directional stitching during zipper application?

1 There is no need to use a zipper foot.
2 The fabric can stretch and take on the shape of curved areas.
3 The seamstress can stitch from the top of the garment to the bottom.
4 The fabric does not stretch and the shape of the garment is preserved.

Behavioral Objectives	Sample Test Items
3. When given a garment that requires a zipper, the student will be able to select the appropriate zipper application, insert the zipper in the garment following the instructions included with the zipper and the procedures demonstrated in class, and receive a score of at least 80% on a checklist developed in class. (B.O.1, 2, 3)	3. You will be given a garment that requires a zipper. Select the most appropriate zipper application for the garment and insert the zipper, following the instructions included with the zipper and the procedures demonstrated in class. Your performance will be rated by the checklist developed in class. Sample Checklist* a. Most appropriate application for garment is selected — Procedure Performed: Yes ___ No ___ b. Adequate seam allowance is made for zipper application ___ ___ c. Zipper opening is long enough ___ ___ d. Seam is closed with a long stitch and neatly pressed open before application is begun ___ ___ e. Coil of zipper is centered over the seamline ___ ___ f. Zipper is completely covered by the seam ___ ___ g. Final stitching on the outside is straight ___ ___ h. Fabric is <u>not</u> puckered because correct directional stitching was performed ___ ___ i. Threads are tied on the wrong side ___ ___ j. Zipper seam is opened and pressed ___ ___ *The checklist used will depend upon the individual teaching situation. The checklist may be included in a larger one at the completion of the total clothing project.
4. Based on class discussion, the student will be able to list, with at least 80% accuracy, five guidelines that should be followed for the maximum serviceability of zippers. (B.O.4)	4. List five guidelines discussed in class that should be followed for the maximum serviceability of zippers.

CLOTHING AND TEXTILES

MANAGEMENT
Level IV· 5 hours

Module: ALTER BEFORE YOU CUT

Learning Outcome: Understand how to alter patterns for common figure deviations.

Behavioral Outcomes:

1. Identifies modifications needed to personalize patterns.
2. Determines techniques for achieving pattern adjustments.
3. Adjusts patterns for correct fit.

Suggested Learning Experiences:

- Analyze figure problems which require pattern adjustments. (1)
- Assemble a resource file for future use in altering patterns to fit specific figure deviations. (1)
- Demonstrate techniques for making pattern adjustments. (2)
- Observe a demonstration of pin-fitting a pattern. (1, 2)
- Record a partner's measurements, using correct techniques for measuring the body for patterns. Pin-fit a pattern on a partner after helping the partner adjust pattern for figure deviations. (1, 2, 3)
- Adjust a dress form to own size for use as a fitting tool. (3)
- Pin-fit a pattern to the dress form, make needed adjustments, and recheck the fit. (1, 2, 3)
- FHA experience: make illustrative charts or mockups to demonstrate pattern alterations. (1, 2)

Suggested Measurement of Student Progress:

- Make pattern alterations to meet specified figure problems. (1, 2, 3)
- Demonstrate correct alteration techniques for specific figure problems. (1, 2, 3)
- Make necessary pattern alterations for own forthcoming project. (3)

Related Module Titles:

Problem Fabrics
Leisure-Time Garments

Alter Before You Cut

Behavioral Objectives	Sample Test Items
1. When given a list of eight figure problems, the student will be able to describe briefly, with 75% accuracy, the alterations which would have to be made in a pattern to compensate for each figure problem. (B.O.1)	1. A list of eight figure problems is given below. Briefly describe the alterations which would have to be made in a pattern to compensate for each figure problem. a. Wide shoulders b. High bust c. Long back d. Short arms e. Full bust f. High waist g. Full hips h. Under-average height
2. When given a specific figure problem, pattern pieces, and equipment, the student will be able to make the necessary alterations in the pattern pieces following the procedures demonstrated in class and receive a score of 100% on a checklist developed in class. (B.O.1)	2. You will be given a specific figure problem, pattern pieces, and equipment. Make the necessary alterations in the pattern pieces following the procedures demonstrated in class. Your performance will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Chose the simplest method of alteration that would give the desired correction ___ ___ b. Measured accurately so that alteration was correct ___ ___ c. Checked grainline of pattern for straightness after alteration ___ ___ d. Made necessary changes in all pieces of the pattern affected by the first change ___ ___ *The checklist used will depend upon the individual teaching situation.
3. When given four multiple-choice questions about the correct methods of pinning pattern pieces for a pin-fitting, the student will be able to choose the correct answers to each of the four questions. (B.O.2)	3. For each of the following questions, select the best answer and write the number of that answer on the line to the left of the question. ___a. How should the pins be placed when pinning pattern pieces for a pin-fitting? 1 parallel to the seamline and on the stitching line 2 parallel to the seamline and on the cutting line 3 perpendicular to the seamline and on the cutting line 4 perpendicular to the seamline and within the seam allowance

Behavioral Objectives	Sample Test Items
	3. ___b. How far from the neckline and underarm should pins be placed in order to prevent a pattern from tearing during a pin-fitting? (1) 1 inch (2) 2 inches (3) 3 inches (4) 4 inches ___c. When pin-fitting a pattern, what procedure should be following in an area of the pattern that contains a small number of gathers? 1 Omit pins from the area. 2 Make one large pleat. 3 Make several small pleats. 4 Ease the larger area onto the smaller area. ___d. What should be worn by a person being pin-fitted to a pattern? 1 a heavy sweater and jeans 2 a lightweight blouse and skirt 3 the undergarments which will be worn with the garment 4 nothing
4. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten points that should be checked for correct fit when pin-fitting a pattern. (B.O.3)	4. List ten points discussed in class that should be checked when pin-fitting a pattern.
5. When given a dress form and the pieces of a pattern, the student will be able to adjust the dress form to fit own measurements, make the necessary alterations in the pattern pieces following the procedures demonstrated in class, and receive a score of at least 80% on a checklist developed in class. (B.O.3)	5. Using the dress form and the pattern pieces provided, adjust the dress form to fit your personal measurements, and make the necessary alterations in the pattern pieces following the procedures demonstrated in class. Your performance will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Correctly pinned pattern for fitting ___ ___ b. Identified waistline, center front, and back of the form ___ ___ c. Checked all fitting points that could be checked on the form ___ ___ d. Recorded pattern adjustments to be made ___ ___ e. Chose the simplest method of alteration ___ ___ f. Made pattern alterations accurately ___ ___ g. Rechecked fit of pattern on the form ___ ___ h. Checked with teacher before proceeding to pattern layout ___ ___ *The checklist used will depend upon the individual teaching situation.

CLOTHING AND TEXTILES

MANAGEMENT
Level IV: 6 hours

Module: PROBLEM FABRICS

Learning Outcome: Select pattern and/or fabric that results in new learnings that will be of advantage for future clothing management problems.

Behavioral Outcomes:

1. Identifies structural defects in fabrics which cause construction difficulties.
2. Selects fabric appropriate for the pattern design.
3. Utilizes correct techniques for using a problem fabric.
4. Demonstrates pattern placement on a problem fabric to minimize handling problems or maximize matching of the fabric design.

Suggested Learning Experiences:

- Examine lengths of fabrics to determine structural defects. Identify and discuss problems the defects may present. (1)
- Take a field trip to a fabric store to judge fabric suitability for a variety of patterns. (2)
- Discuss the techniques to be used when constructing a garment from a problem fabric. Include fabrics which require special care in handling. (3, 4)
- Observe demonstrations of the pattern layouts for woven plaids, both regular and irregular, and identify the techniques used. (3)
- Practice placing patterns properly on plaids, nap, one-direction design or other fabrics which present problems. (4)
- FHA experience: write protest letters to manufacturers for marketing off-grain fabrics. (1)

Suggested Measurement of Student Progress:

- Identify fabric defects and give solutions for proper garment construction. (1)
- List standards for fabric selection and their relationship to pattern design. (2)
- Identify fabrics which require special care in handling and give techniques for proper garment construction. (3)
- Demonstrate appropriate pattern layout on a problem fabric. (4)

Related Module Titles:

Alter Before You Cut
Centered and Lapped Zippers

Problem Fabrics

Behavioral Objectives	Sample Test Items
1. When given five pieces of fabric that contain structural defects, the student will be able to identify, with at least 80% accuracy, the defect in each piece of fabric and give one method of handling the defect during the construction of a garment. (B.O.1)	1. Five pieces of fabric which have structural defects will be given to you. In the space provided below, identify the defect in each piece of fabric and give one method of handling that defect during the construction of a garment. Defect — Method of Handling Defect a. _____ _____ b. _____ _____ c. _____ _____ d. _____ _____ e. _____ _____
2. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten factors that should be considered when selecting a fabric for a particular pattern. (B.O.2)	2. List ten factors discussed in class that should be considered when selecting a fabric for a particular pattern.
3. Based on class discussion, the student will be able to identify, with at least 75% accuracy, four fabrics which have an up-and-down design or weave and require special handling during layout. (B.O.3)	3. List four fabrics discussed in class which have an up-and-down design or weave and require special handling during layout.
4. Based on class discussion, the student will be able to list, with at least 75% accuracy, four rules that should be followed when using fabrics which have an up-and-down design or weave. (B.O.3)	4. List four rules that should be followed when using fabrics which have an up-and-down design or weave.
5. When given a list of four fabrics which require the use of special techniques during construction, the student will be able to describe briefly, with at least 75% accuracy, one construction technique that should be used with each fabric. (B.O.3)	5. Briefly describe one special construction technique required when working with each of the following kinds of fabrics. (The fabrics chosen will depend upon the individual teaching situation.) a. Sheers b. Knits c. Stretch knits d. Vinyls

Behavioral Objectives	Sample Test Items
6. When given a plaid fabric, pattern pieces, and a pattern guidesheet, the student will be able to place the pattern on the fabric so that plaids match and will be flattering to the figure, and obtain a score of at least 80% on a checklist developed in class. (B.O.4)	6. Using the plaid fabric, pattern pieces, and guidesheet provided, place the pattern on the fabric so that plaids match and will be flattering to the figure. Your performance will be rated by the checklist developed in class.

Sample Checklist*

	Procedure Performed Yes	No
a. Straightened ends of fabric	___	___
b. Checked grain and straightened it if necessary and possible	___	___
c. Pinned layers of fabric together	___	___
d. Placed pattern pieces on the grain, checking with a measuring tape	___	___
e. Placed notches on the same line of plaid for pieces that will be joined	___	___
f. Matched dominant vertical bars of bodice and skirt	___	___
g. Kept crosswise bars level at the bustine and at the hipline	___	___
h. Matched crosswise bars from front to back, across the sleeves, and at the center front and center back in the bodice	___	___
i. Matched crosswise bars at the side seams and center front and back in the skirt	___	___
j. Placed pins in each corner of pattern and occasionally inside cutting line	___	___

*The checklist used will depend on the individual teaching situation.

Module: PERMANENT CARE LABELING

Learning Outcome: Be aware of trends in retailing and legislation which affect the consumer.

Behavioral Outcomes:

1. Identifies the information required by law to be on clothing hang tags and fabric bolt-end labels.
2. Defines the terminology found on permanent care labels.

Suggested Learning Experiences:

- Discuss an overhead transparency showing the information required by law to be on clothing hang tags and fabric bolt-end labels. (1)
- View a filmstrip on permanent care labeling. (2)
- Compare samples of permanent care labels for meaning of terminology. (2)
- FHA experience: shop for fabric for making tablecloths for the Home Economics department. Use the information on fabric bolt-ends to select an easy-care fabric. (2)

Suggested Measurement of Student Progress:

- List the information required on an informative clothing hang tag and fabric bolt-end label. (1)
- Given permanent care labels, describe how to care for the article or fabric. (2)

Related Module Title:

Problem Fabrics

Permanent Care Labeling

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, six items of information which should be found on an informative clothing label. (B.O.1)	1. List six items of information which were discussed in class that should be found on an informative clothing label.
2. When given the permanent care labels for five different fabrics, the student will be able to analyze each label and list, with at least 80% accuracy, the washer setting, water temperature, and dryer setting required for each fabric. (B.O.2)	2. You will be given the permanent care labels for five different fabrics. In the chart given below, list the washer setting, water temperature and dryer setting that would be required for each fabric. (The permanent care labels provided will depend upon teacher preference.)

Fabric	Washer Setting	Water Temp.	Dryer Setting
a. _____	_____	_____	_____
b. _____	_____	_____	_____
c. _____	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____

Module: LEISURE-TIME GARMENTS

Learning Outcome: Employ leisure time to make leisure-use projects.

Behavioral Outcomes:

1. Examines leisure-time clothing requirements with regard to freedom of movement, fabric, and practicality.
2. Selects from commercial patterns or designs own "ideal" leisure-time garments using the principles established in class.
3. Uses previously learned clothing construction techniques in the assembly of a leisure-time garment.

Suggested Learning Experiences:

- Collect ten photographs of leisure-time garments and examine them for desirable qualities such as freedom of movement, fabric, and practicality. (1)
- Through readings, class discussion, and observation, formulate a list of desirable qualities for leisure-time wear in order of priority. (1)
- Using commercial patterns, previous clothing construction experiences, and other information available, design a leisure-time garment giving careful consideration to the type of fabric and other established criteria for a leisure-time garment. (2)
- Construct a leisure-time garment using knowledge of construction and fitting techniques. (3)
- FHA experience: tour a factory which produces leisure-time wear, visit area clothing stores, and interview buyers and producers. Prepare an article on findings for the school newspaper. (1, 2)

Suggested Measurement of Student Progress:

- Evaluate a variety of leisure-time garments as to appropriateness for their identified functions. (1)
- Rate a garment according to the standards set by the class for good design and good construction techniques. (2, 3)

Related Module Titles:

Centered and Lapped Zippers
The First Impression from Clothing

Leisure-Time Garments

Behavioral Objectives	Sample Test Items
1. When given five pictures of leisure-time garments and a list of several activities, the student will be able to select, with at least 80% accuracy, the activity for which each garment would be best suited, and give one reason for each selection. (B.O.1)	1. Pictures of five leisure-time garments are on display. From the list below, select the activity for which each garment would be best suited, and give one reason for each choice. a. Hiking in late fall b. Hiking in midsummer c. Watching late-night television d. Watching an early-fall football game e. Roller skating indoors f. Washing the car g. Playing tennis
2. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten factors that should be considered when choosing leisure-time clothing. (B.O.1)	2. List ten factors discussed in class that should be considered when choosing leisure-time clothing.
3. Following the procedures and criteria discussed in class, the student will be able to plan, from a commerical pattern or own pattern, a leisure-time garment which receives a score of 100% on a checklist developed in class. (B.O.2)	3. Using a commercial pattern or own pattern, plan a leisure-time garment for yourself. Plans for the garment should consider the type of activity for which the garment will be worn and the type of fabric to be used. Your design will be rated by the checklist developed in class. Sample Checklist* Yes / No a. Pattern suits activity ___ ___ b. Pattern suits individual ___ ___ c. Fabric suits pattern ___ ___ d. Fabric suits activity ___ ___ e. Fabric suits individual ___ ___ f. Trim is appropriate ___ ___ *The checklist used will depend upon the individual teaching situation.

Behavioral Objective	Sample Test Items
4. Using a pattern for a leisure-time garment and the necessary materials and equipment, the student will be able to construct a leisure-time garment following the procedures demonstrated in class and receive a total score of at least "average" on a rating scale developed in class. (B.O.3)	4. Using a pattern and appropriate materials, construct a leisure-time garment following the procedures demonstrated in class. Your garment will be rated by the rating scale developed in class. (The pattern and fabric will depend upon teacher and student preference.)

Sample Rating Scale*

	Very Good	Average	Poor
a. Workmanship			
belt	___	___	___
buttonholes	___	___	___
collar	___	___	___
cuffs	___	___	___
darts	___	___	___
facings	___	___	___
fasteners	___	___	___
gathers	___	___	___
hems	___	___	___
lining	___	___	___
pleats	___	___	___
seams	___	___	___
seam finishes	___	___	___
skirt band	___	___	___
sleeve	___	___	___
stitching, hand	___	___	___
stitching, machine	___	___	___
trimming	___	___	___
zipper	___	___	___
b. Grainline correctness			
bodice	___	___	___
skirt	___	___	___
sleeves	___	___	___
trimming	___	___	___
c. Fit			
chest	___	___	___
necklines	___	___	___
shoulders	___	___	___
sleeves	___	___	___
waistline	___	___	___
hips	___	___	___
hemline	___	___	___

*Only the items that apply to the garment being evaluated should be graded.

Module: THE FIRST IMPRESSION FROM CLOTHING

Learning Outcome: Recognize the effects clothing can have on those wearing it, their families, and other people with whom they come in contact.

Behavioral Outcomes:

1. Analyzes the importance of clothing in defining role, status, self-concept, and personality.
2. Evaluates the importance of clothing in the formation of first impressions.

Suggested Learning Experiences:

- List types of uniforms that are associated with various occupations. Discuss the reasons other than utilitarian ones, for wearing these uniforms. (1)
- Role-play two interview situations: one in which a student is inappropriately dressed and thus lacks the confidence to carry it through successfully, and one in which the student is appropriately dressed and obtains the job. (1, 2)
- Discuss the effect of clothing on self-concept and first impressions, its use as a defense mechanism, and the means by which it gives insight into personality. (1, 2)
- View pictures of both males and females dressed in blue jeans, turtleneck jerseys, and sandals. Assume these persons were applying for a position in an exclusive fashion shop and discuss the first impression each would give. Cut out pictures of outfits that might be more appropriate for this job interview. (2)
- FHA experience: develop a questionnaire concerning clothing awareness and use it to conduct a survey of clothing awareness among the students in the school. Tabulate the results. (1)

Suggested Measurement of Student Progress:

- Given pictures of people in various uniforms, identify their roles and the reasons for their wearing apparel. (1)
- List the impressions which clothing can communicate to the observer about the wearer. (1, 2)

Related Module Titles:

Permanent Care Labeling
Leisure-Time Garments

The First Impression from Clothing

Behavioral Objectives	Sample Test Items
1. When given a list of terms and a list of definitions used in discussing impressions from clothing, the student will be able to match, with at least 75% accuracy, each term with the appropriate definition. (B.O.1)	1. Column A contains definitions used in discussing impressions made by clothing. On the line at the left of each definition, write the number of the term in Column B which best fits that definition. Column A / Column B ___a. How one sees himself or herself — 1. Role ___b. The total characteristics of an individual — 2. Defense mechanism ___c. A function performed in a certain capacity — 3. Self-concept ___d. A psychological device used in facing problems — 4. Personality 5. Trait
2. When given five pictures of people dressed in different uniforms, the student will be able to describe briefly, with at least 80% accuracy, one role of each person in our society, and list one utilitarian and one nonutilitarian function of each type of wearing apparel. (B.O.1)	2. Five pictures of people wearing different uniforms are on display. Describe one role of each person in our society and give one utilitarian and one nonutilitarian function of each type of wearing apparel. (The pictures used will depend upon teacher preference.)
3. Based on class discussion, the student will be able to describe briefly, with 100% accuracy, one example of how an individual's use of clothing can enhance each of the following: self-concept, feeling of well-being, attitudes toward society. (B.O.1)	3. Briefly describe one example of how the use of clothing can enhance each of the items listed below. a. Self-concept b. Feeling of well-being c. Attitudes toward society
4. Based on class discussion, the student will be able to list, with 100% accuracy, five impressions which clothing can communicate to the observer about the wearer. (B.O.1, 2)	4. List five impressions which clothing can communicate to the observer about the wearer.
5. When given three situations in which a person is often judged on the first impression conveyed, the student will be able to list, with 100% accuracy, two factors that should be considered in each situation when deciding what to wear. (B.O.2)	5. For each situation described below, list two factors that should be considered when deciding what to wear. a. You are going to be interviewed for a job as a clerk at an exclusive clothing store. b. You are to be interviewed for a job as an administrative assistant in an insurance office. c. You are new in town and have been invited to a party on a Friday night.

Module: SELECTING BABY CLOTHES

Learning Outcome: Know principles of buymanship and be able to apply them in the purchase of specific goods and services.

Behavioral Outcomes:

1. Lists the factors which influence the type and amount of clothing needed for a baby.
2. Compares baby clothes with regard to cost, ease of care, and appropriateness for a baby's needs.
3. Selects clothing for a baby according to needs, ease of care, and cost.

Suggested Learning Experiences:

- Discuss a baby's basic clothing needs in relation to climate, seasons, room temperature, and physical condition of the child. (1)
- View a filmstrip: "Selecting Clothes for the Baby." (1, 2, 3)
- Invite a representative from a local department store to exhibit and discuss the many different types of baby clothes that are available to the consumer. (1, 2, 3)
- Develop a list of clothing needed for a baby. Visit stores to compare baby clothing in relation to construction, fabrics, ease of care, and prices. Make a selection of articles to be purchased and their approximate prices. (1, 2, 3)
- FHA experience: prepare a display comparing the simple clothing styles of today with clothing provided for an infant 100 years ago. (2)

Suggested Measurement of Student Progress:

- Given several examples of infant clothing, determine why each example should or should not be selected for an infant. (2, 3)
- Plan a layette for an infant, listing the items of clothing needed and the reasons for including each item. (1, 2, 3)

Related Module Titles:

Pregnancy and Birth
Feeding an Infant

Human Development - Buymanship
Level V - 3 hours

Selecting Baby Clothes

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, three factors which influence the type of clothing needed for an infant. (B.O.1)	1. List three factors discussed in class which influence the type of clothing needed for an infant.
2. The student will be able to name, with at least 80% accuracy, all of the clothing on the class-approved list of clothing items that are needed in a baby's layette. (B.O.1)	2. List all of the clothing on the class-approved list of clothing items that are needed in a baby's layette.
3. When shown pictures of five articles of baby clothing, the student will be able to indicate, with at least 80% accuracy, one good feature of each article of clothing. (B.O.2)	3. Pictures of five articles of baby clothing are shown. Give one good feature of each piece of clothing.
4. When shown a display of eight articles of baby clothing, the student will be able to indicate, with at least 80% accuracy, whether each article is or is not a wise choice for a one-month-old baby and give one reason for each decision. (B.O.3)	4. Eight articles of baby clothing are displayed. Indicate whether each article is or is not a wise choice for a one-month-old baby and give one reason for each decision.

Module: BUY BY MAIL?

Learning Outcome: Recognize consumer and seller rights and responsibilities in relation to the market and its products.

Behavioral Outcomes:

1. Investigates the reliability of mail-order houses, using public and private agencies as resources.
2. Determines the advantages and disadvantages of purchasing from mail-order houses.
3. Defines terms of mail-order purchasing and the responsibilities of purchaser and seller.
4. Uses correctly an order form from a mail-order house.

Suggested Learning Experiences:

- View and discuss the filmstrip "Typical Gyps and Frauds." (1, 2, 3)
- Write to agencies such as the Better Business Bureau and the Consumer Protection Agency to obtain information on how to investigate mail-order houses. (1)
- Write to mail-order houses to obtain their catalogs and other ordering information. (2, 3, 4)
- Check magazines and newspapers to find advertisements placed by mail-order houses. Discuss the terms of purchase. (2, 3)
- Select and order an inexpensive item from a mail-order house. Evaluate the item in terms of length of time between ordering and receiving, and the extent to which the item fulfills its catalog description. (2, 3, 4)
- Compare mail-order catalog items with similar items available in local stores in terms of brands, styles, prices, and delivery charges. (2)
- Prepare a chart showing the responsibilities of purchasers and sellers of mail-order merchandise. (3)
- Practice filling out order forms from several mail-order houses. (4)
- FHA experience: prepare a fact sheet on mail-order purchasing. (2)

Suggested Measurement of Student Progress:

- List public and private agencies that provide information about reliability of mail-order houses. (1)
- Given specific items (e.g. an article of clothing, a pair of curtains, a mattress), describe the advantages and disadvantages of purchasing each item from a mail-order house. (2)
- Define the purchasing terms commonly used in mail-order catalogs. (3)
- Fill out mail-order forms. (4)

Related Module Title:

Wise Food Purchasing

Buy by Mail?

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to name, with 100% accuracy, three public and/or private agencies that could be contacted to check on the reliability of a mail-order house. (B.O.1)	1. Name three public and/or private agencies that could be contacted to check on the reliability of a mail-order house.
2. Based on class discussion, the student will be able to list, with 100% accuracy, three advantages and three disadvantages of purchasing from a mail-order house. (B.O.2)	2. List three advantages and three disadvantages of purchasing from a mail-order house.
3. When given a mail-order purchasing agreement, the student will be able to identify, with 100% accuracy, three responsibilities of the purchaser and three responsibilities of the mail-order house. (B.O.3)	3. Using the purchasing agreement from a mail-order house that is provided, list three responsibilities of the purchaser and three responsibilities of the mail-order house.
4. When given a catalog and order blank, the student will be able to complete, with 100% accuracy, an order for three assigned articles. (B.O.4)	4. Using the catalog and order blank provided, complete an order for the three articles listed below. (The three articles to be ordered will depend upon teacher preference.)

HUMAN DEVELOPMENT

LEISURE
Level V: 4 hours

Module: MAKING LEISURE TIME WORTHWHILE

Learning Outcome: Investigate community resources for opportunities to develop individual interests and provide services to others.

Behavioral Outcomes:

1. Identifies leisure-time activities of significance for self.
2. Determines the importance of management practices for enjoying leisure time.
3. Distinguishes between the use of leisure time for self-fulfillment and for the benefit of the community.

Suggested Learning Experiences:

- List and discuss the benefits of leisure-time activities. (1, 3)
- Invite speakers from various community groups to explain how students can volunteer in the programs they represent. (1, 3)
- Investigate possible projects in the community for health work volunteers. (1, 3)
- Classify own activities for a 24-hour period and for a week. Identify times for leisure. (2)
- Discuss weekly schedules in terms of too little or too much leisure time. (2)
- List and discuss crafts for leisure time. Select one, learn the necessary skills, and complete a simple project. (1, 3)
- FHA experience: prepare centerpieces for the residents of a nursing home for a holiday occasion. (3)

Suggested Measurement of Student Progress:

- Evaluate a diary of leisure-time activities and the resulting benefits. (1, 2, 3)
- Evaluate individual craft projects. (1)

Related Module Titles:

The Art of Quilling
Let's Have a Party
Fabric Printing

Human Development - Leisure
Level V - 4 hours

Making Leisure Time Worthwhile

Behavioral Objectives	Sample Test Items
1. When given a list of six ways in which leisure-time activities may help an individual, the student will be able to indicate, with 100% accuracy, a leisure-time activity that would provide each type of help. (B.O.1)	1. A list of six ways in which leisure-time activities may help an individual are given below. In the space provided at the right of each type of help, write the name of a leisure-time activity that would provide that type of help. Types of Help — Leisure Time Activity a. Making friends _____ b. Learning new skills _____ c. Feeling socially at ease _____ d. Helping to choose a vocation _____ e. Escaping problems at times _____ f. Achieving recognition _____
2. When given a person's daily schedule of a week's activities and the time allocated for each activity, the student will be able to identify correctly five ways in which time could be managed more efficiently to provide additional leisure time. (B.O.2)	2. A daily schedule of a high school girl's activities for a week is given below.* List five ways in which the girl's activities could be managed more efficiently in order to provide additional leisure time. *The schedule provided would depend upon the individual teaching situation.
3. When given a list of ten popular leisure-time activities, the student will be able to determine, with 100% accuracy, whether each activity will result in self-fulfillment, benefit to the community, or both. (B.O.3)	3. Ten leisure-time activities are listed below. In the chart provided, check Column 1 if the activity results primarily in self-fulfillment, and Column 2 if it results primarily in service to the community. Check both columns if they both apply.

Activity	Column 1 Self-Fulfillment	Column 2 Community Benefit
a. Reading	___	___
b. Knitting	___	___
c. Performing music	___	___
d. Cooking	___	___
e. Bicycling	___	___
f. Acting	___	___
g. Golfing	___	___
h. Collecting autographs	___	___
i. Studying birds	___	___
j. Leading camp activities	___	___

HUMAN DEVELOPMENT

CAREER
Level V: 3 hours

Module: SEEKING A JOB

Learning Outcome: Face own immediate future realistically.

Behavioral Outcomes:

1. Identifies avenues of seeking employment.
2. Lists those personal qualities which employers may desire in a prospective employee.
3. Composes concise, well-written letters of application for jobs.

Suggested Learning Experiences:

- Identify ways of learning about job openings and methods of applying for various jobs. (1)
- Collect information on how to write, and items to be included in a letter of application. (1, 3)
- Practice composing letters of application by answering employment advertisements in the newspaper. (1, 3)
- Collect application forms for a variety of jobs from different sources. Analyze the forms to determine the general information required by most employers. (1, 2)
- Discuss appropriate dress and grooming for a variety of jobs. (2)
- Select, read, and discuss materials about interviewing for a job. (2, 3)
- Role-play interviewing for a job when the candidate is (a) highly qualified for the job, (b) slightly qualified for the job, (c) not qualified for the job. (2)
- Identify and discuss factors which influence a prospective employer's selection of an employee. (2)
- FHA experience: design and prepare a bulletin board related to seeking a job. (1, 2)

Suggested Measurement of Student Progress:

- Locate a specific job opening, using one of the sources discussed in class and write a letter of application. (1, 3)
- Write a brief paragraph describing the factors which affect an employer's selection of an employee. (2)
- Complete a sample application form. (3)

Related Module Title:

Career Discovery — The World of Foods

Human Development - Career
Level V - 3 hours

Seeking a Job

Behavioral Objectives	Sample Test Items
1. The student will be able to identify three methods discussed in class which can be used when seeking employment. (B.O.1)	1. List three of the methods discussed in class which can be used when seeking employment.
2. The student will be able to list six personal qualities discussed in class which employers may desire in a prospective employee. (B.O.2)	2. List six of the personal qualities discussed in class which an employer may desire in a prospective employee.
3. When given a specific job description from the classified section of a newspaper, the student will write a letter of application for the job which follows all of the guidelines discussed in class. (B.O.3)	3. For the job described below, write a letter of application which follows all of the guidelines discussed in class. (Job description should be taken from a local newspaper.)

HUMAN DEVELOPMENT

HEALTH AND SAFETY
Level V: 5 hours

Module: PREGNANCY AND BIRTH

Learning Outcome: Recognize the variety of factors that have influence for the normalcy or abnormality of an unborn child.

Behavioral Outcomes:

1. Identifies the importance of proper diet, exercise, medication, and rest during pregnancy.
2. Defines major terms related to pregnancy and childbirth.
3. Identifies the stages of pregnancy and childbirth.
4. Compares the various methods of childbirth.

Suggested Learning Experiences:

- Read about and discuss the importance of diet, exercise, medication, and rest during pregnancy. (1)
- Analyze the effects of alcohol and drug use and cigarette smoking on the fetus. (1)
- View a film or filmstrip on pregnancy and childbirth. (1, 2, 3, 4)
- Invite a new mother to discuss the physical changes that occurred during her pregnancy and her adjustments to them. (1, 2, 3)
- Invite an obstetrical nurse to discuss the various methods of childbirth, hospital procedures, and post-partum care. (2, 3, 4)
- FHA experience: research birth defects and prepare a bulletin board display of health organizations (e.g. March of Dimes) and the role they play in fighting birth defects. (1)

Suggested Measurement of Student Progress:

- Plan a day's menu for a pregnant woman. (1)
- Multiple choice quiz on definition of terms related to pregnancy and birth. (2, 3)
- Panel discussion on natural childbirth versus other forms of childbirth. (4)

Related Module Titles:

Selecting Baby Clothes
Feeding an Infant

Pregnancy and Birth

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, five specific areas of physical care that are important during pregnancy and give one reason why each area is important. (B.O.1)	1. List five specific areas of physical care that were discussed in class as being important during pregnancy and give one reason why each area is important.
2. When given a list of definitions and a list of terms which apply to pregnancy, the student will be able to match, with at least 80% accuracy, each definition with the appropriate term. (B.O.2)	2. On the line at the left of each definition in Column A, write the number of the term in Column B which best fits that definition. Column A / Column B ____a. The organ through which the baby is fed — 1. Amniotic fluid, 2. Fetus, 3. Uterus, 4. Amniocentesis, 5. Vagina, 6. Ovary, 7. Placenta ____b. Term for the baby from the end of the second month of pregnancy to birth ____c. The pear-shaped hollow organ in which the baby grows during pregnancy ____d. The "shock absorber" substance that surrounds the unborn baby ____e. The birth canal
3. When given four multiple choice questions pertaining to the stages of pregnancy and childbirth, the student will be able to select the correct answer for at least three of the four questions. (B.O.3)	3. For each of the following questions, select the best answer and write its number on the line at the left of the question. ____a. During which month of pregnancy does "lightening" generally occur? 1 first 3 seventh 2 fourth 4 ninth ____b. When should a woman in labor begin to time her contractions? 1 during the first stage 2 during the second stage 3 during the third stage 4 post-partum ____c. When would an episiotomy be performed? 1 during the first stage 2 during the second stage 3 during the third stage 4 post-partum ____d. Which occurs during the third stage of labor? 1 delivery of the baby 2 delivery of the placenta 3 dilation of the cervix 4 return of the uterus to normal size
4. Based on class discussion, the student will be able to state, with 100% accuracy, one advantage and one disadvantage of each of three methods of childbirth. (B.O.4)	4. List one advantage and one disadvantage of each of three methods of childbirth.

Module: MARRIAGE IS NOT EVERYBODY'S CHOICE

Learning Outcome: View influences of married life and alternative lifestyles in broad perspective.

Behavioral Outcomes:

1. Evaluates recent changes in roles of single men and women.
2. Develops an awareness of single and married lifestyles.
3. Analyzes the effect of culture on the roles of single men and women.
4. Examines own attitudes toward unmarried individuals and seeks to respect individual preferences.

Suggested Learning Experiences:

- Research the roles of single individuals in the United States a century ago. Describe ways in which roles have changed since then and identify reasons for changes. (1, 3)
- Invite a psychologist or counselor to discuss single and married lifestyles. (2)
- Collect magazine articles about opportunities for single persons to adopt children. Write a paper for or against this idea. (1,2,3,4)
- Study newspaper, magazine, and television advertisements to discover attitudes displayed toward single and married persons. Discuss possible reasons for these attitudes. (2, 3)
- Prepare a list of statements often made in reference to single people. Use the list as a basis for class discussion of social and personal attitudes toward single people. Examine those statements that appear to have a negative bias. (3, 4)
- Develop a list of own personal needs and goals, indicating those to be best achieved through marriage and those to be best achieved through the single life. (1, 2, 3, 4)
- FHA experience: prepare a bulletin board displaying reasons in favor of and against getting married. (2)

Suggested Measurement of Student Progress:

- Given a list of cultural changes, describe how each has influenced the changing roles of unmarried persons. (1, 2, 3)
- Write an essay describing the extent to which own attitudes toward single persons have changed due to this module. (4)

Related Module Title:

The Choice is Yours: Buy or Rent?

Marriage is Not Everybody's Choice

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to describe briefly and give one reason for at least three changes which have taken place over the past forty years in the role of the unmarried individual. (B.O.1)	1. Briefly describe and give one reason for each of three changes discussed in class which have taken place in the past forty years in the role of the unmarried individual.
2. Based on class discussion, the student will be able to list, with 100% accuracy, three advantages and three disadvantages of both single and married life. (B.O.2)	2. List three advantages and three disadvantages of both single and married life.
3. Based on class discussion, the student will be able to list, with at least 80% accuracy, five ways in which our culture and society strongly influence single people to marry. (B.O.3)	3. List five ways in which our culture and society strongly influence single people to marry.
4. Based on class discussion, the student will be able to list with 100% accuracy, three misconceptions that many people have about single adults and give one reason why each is a misconception. (B.O.4)	4. List three of the misconceptions discussed in class that many people have about single adults and give one reason why each is a misconception.

Module: THE JOYS AND PROBLEMS OF AGING

Learning Outcome: Become involved in activities which contribute to the well-being of less fortunate children, youth, families, or senior citizens in the community.

Behavioral Outcomes:

1. Identifies the factors contributing to increased life expectancy.
2. Determines the concerns and problems of aging.
3. Examines the services in the community which assist the elderly, and services to which the elderly could contribute.

Suggested Learning Experiences:

- View a film on aging and discuss the factors contributing to increased life expectancy. (1)
- Interview senior citizens living independent lives in the community to determine the contributions their work and other activities have made to society, what they would like to do now to make contributions, and how they view current opportunities or lack of current opportunities to use their knowledge and experiences. Report findings to the class. (2, 3)
- Visit a local senior citizens center to observe activities. Interview members to determine the joys and problems of aging. (2, 3)
- Invite representatives from community organizations to visit the class and discuss the services they provide for the elderly and the services they believe are needed. (3)
- FHA experience: arrange to spend a day at a nursing home to visit with and perform small services for the patients. (reading, mending, writing letters, playing cards, etc.) (2, 3)

Suggested Measurement of Student Progress:

- Identify factors which contribute to increased life expectancy. (1)
- Essay test on the problems faced by the elderly. (2)
- Objective test on the services available for the elderly. (3)

Related Module Titles:

Making Leisure Time Worthwhile
Housing for the Sick and Handicapped

The Joys and Problems of Aging

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 75% accuracy, four factors which have contributed to increased life expectancy and then briefly describe how each factor has helped to increase life expectancy. (B.O.1)	1. List four factors which have contributed to increased life expectancy and then briefly describe how each factor has increased life expectancy.
2. When given a list of six areas of potential problems for the elderly, the student will be able to select three areas and list two ways in which each of the three could present problems for the elderly. (B.O.2)	2. A list of areas of potential problems for the elderly is given below. Select three of the areas and list two ways in which each could present problems for the elderly. Problem Areas for the Elderly a. Health b. Physical activity c. Finances d. Marital status e. Appearance f. Recreation
3. When given a list of three different types of agencies providing services for the elderly, the student will be able to list, with 100% accuracy, two services provided by each. (B.O.3)	3. Three types of agencies which provide services to the elderly are listed below. List two services that are provided by each. a. Government agencies (Federal, state, county, city, town or village) b. Church agencies (organized religion) c. Community agencies (United Fund, service clubs)

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level V: 9 hours

Module: THE CHOICE IS YOURS: BUY OR RENT?

Learning Outcome: Explore a variety of contemporary alternatives for meeting housing needs.

Behavioral Outcomes:

1. Identifies prevailing conditions that affect housing decisions for individuals and families.
2. Examines information available and considerations necessary to make a decision about buying or renting.
3. Makes a decision about renting versus buying when given a set of prevailing conditions for individuals and families.

Suggested Learning Experiences:

- Buzz session on how human factors contribute to the decision to rent or buy. Review the stages in the family life cycle and list the housing needs of each stage. (1)
- Develop a questionnaire for homeowners and renters to determine the satisfactions derived by each. (1, 2)
- Invite a real estate broker to discuss advantages and disadvantages of renting and buying and the logical steps in selecting a home. (1, 2)
- Research and discuss factors to consider when buying or renting a residence. Develop a checklist of construction features which indicate quality and liveability. (2)
- Invite a local builder to speak on the features of a well-constructed house. (2)
- Collect newspaper advertisements of local properties available for rental and for purchase. Discuss cost versus privacy and convenience. Visit one house for sale and one for rent. Look for quality and safety features. (2)
- Invite a local banker to discuss the types of mortgages available and the conditions under which each can be obtained. (2)
- Examine and discuss a lease, a deed, and an amortization chart. Discuss the items for which buyers might have to pay at the time of closing on a house. (2)

- In small groups, discuss one family or individual situation and choose the most suitable kind of housing, rent or buy decision, and kind of mortgage or lease. Report the group's decisions to the class. (1, 2, 3)

- FHA experience: present a panel discussion with four people: a satisfied renter, a satisfied buyer, a dissatisfied renter and a dissatisfied buyer. (2)

Suggested Measurement of Student Progress:

- Identify the conditions affecting the choice between renting and buying for various individual and family situations. (1, 3)

- List the features indicating quality construction that buyers and renters should look for when selecting a residence. (2)

- Matching test on the terms used in buying and renting housing with their definitions. (2)

Related Module Titles:

The Home and Family: Safe and Secure
A Suitable Dwelling for Good Human Relationships and Home Activities

The Choice is Yours: Buy or Rent?

Behavioral Objectives	Sample Test Items
1. When given a list of five individual or family situations, the student will be able to list, with at least 80% accuracy, one advantage and one disadvantage of renting for each situation. (B.O.1, 3)	1. Give one advantage and one disadvantage of renting a home for the people in each of the following situations. a. A single person planning to marry soon b. Two single persons sharing a residence c. A young person with a small child d. A young couple without children e. A retired couple with a large income
2. When given a list of five individual or family situations, the student will be able to list, with at least 80% accuracy, one advantage and one disadvantage of buying a home for each situation. (B.O. 1, 3)	2. Give one advantage and one disadvantage of buying a home for the people in each of the following situations. a. A single older person with a limited income b. A middle-aged couple without children c. A young couple with three small children d. A couple with three teenage children e. A retired couple with several children and grandchildren
3. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten construction features that a person should look for when buying or renting a residence. (B.O.2)	3. List ten quality construction features that a person should look for when renting or buying a residence.
4. Based on class discussion, the student will be able to list, with at least 75% accuracy, four expenses, other than mortgage payments, that a homeowner must pay for on a continuing basis. (B.O.2)	4. List four costs, other than mortgage payments, that a homeowner must pay for on a continuing basis.
5. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten factors which should be covered in an agreement between a tenant and a landlord. (B.O.2)	5. List ten factors which should be covered in an agreement between a tenant and a landlord.
6. When given a list of four types of mortgage loans, the student will be able to list, with at least 75% accuracy, one advantage and one disadvantage of each type of loan. (B.O.2)	6. List one advantage and one disadvantage of each of the following mortgage loans. a. VA b. FHA c. Conventional d. Second mortgage
7. When given a list of definitions and a list of terms pertaining to renting or buying houses, the student will be able to match them, with at least 80% accuracy. (B.O.2)	7. On the line at the left of each housing-related definition in Column A, write the number of the term from Column B which best fits that definition. Column A / Column B ___a. Evidence of ownership — 1. Amortization ___b. Written agreement between a tenant and a landlord — 2. Appraisal ___c. The gradual elimination of a debt by means of regular payments — 3. Closing cost ___d. Estimate of the value of property — 4. Deed ___e. Security to assure payment of a short-term loan — 5. Collateral 6. Lease

HOUSING, FURNISHINGS, AND EQUIPMENT

LEISURE
Level V: 3 hours

Module: THE ART OF QUILLING

Learning Outcome: Use decorations to enhance the home, considering tastes and values of each family member.

Behavioral Outcomes:

1. Examines the historical background of the art of quilling.
2. Demonstrates the technique of quilling.
3. Finds ways in which quilling may be used to enhance the beauty of the home.
4. Uses quilling to create decorative items for the home.

Suggested Learning Experiences:

- Research and discuss the historical background of quilling. (1)
- Observe a demonstration of the technique of quilling. Practice the various quilling coils. (2)
- Review pictures in magazines to discover examples of the use of quilling to enhance home decor. (3)
- Check own home to find items that could be enhanced by quilling. (3)
- Create an item of quilling for the home. (4)
- FHA experience: use quilling to prepare mobiles or pictures for display at a local nursing home. (2, 4)

Suggested Measurement of Student Progress:

- Write an essay describing the historical background of the art of quilling. (1)
- Demonstrate three different quilling coils. (2)
- List different ways quilling can be used to enhance the beauty of the home. (3)
- Rate the items of quilling created for the home. (4)

Related Module Titles:

Making Leisure Time Worthwhile
Fabric Printing

Housing, Furnishings, and Equipment-
Leisure
Level V - 3 hours

The Art of Quilling

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to describe briefly where the art of quilling originated and how it is used. (B.O.1)	1. Briefly describe where the art of quilling originated and how it is used.
2. When given the necessary materials, the student will be able to make and mount all the basic quilling coils. (B.O.2)	2. Using the materials placed on your desk, make each of the basic quilling coils listed below and mount each one in the space provided next to the name of that coil. (Materials - quilling paper, glue, toothpick, tweezers, scissors, ruler, sheet of wax paper and mounting paper, corsage pin, and one piece of aluminum foil.) List of Basic Coils a. Tight circle b. Loose circle or grape design c. Peacock eye d. Marquise diamond shape e. Heart f. Square g. Rabbit ears h. Star i. "S" shape j. Scroll k. Open heart l. "V" design
3. Based on class discussion, the student will be able to list at least three ways that quilling may be used to enhance the beauty of the home. (B.O.3)	3. List three ways that quilling may be used to enhance the beauty of the home.
4. When given a pattern, materials, and directions, the student will be able to quill a cluster of grapes on a 5 × 7 tag board and receive a score of at least 75% on a checklist developed in class. (B.O.4)	4. Using the pattern, directions, and materials placed on your desk, quill a cluster of grapes. You will be rated by the checklist developed in class. (Materials - quilling paper, glue, toothpick, tweezers, scissors, ruler, sheet of wax paper, corsage pin, piece of aluminum foil, 5 × 7 tag board, pattern, and directions for quilling a cluster of grapes.) Sample Checklist*

	Procedure Performed Yes	No
a. Tag board appears clean around area of grape cluster	___	___
b. Cluster of grapes placed within an area similar in size to pattern	___	___
c. Coils are glued so that all surfaces adhere to the tag board	___	___
d. No glue is visible on surfaces of grape cluster or tag board	___	___
e. Quilling coils are so placed as to look like a grape cluster	___	___
f. The coils are made so that they do not appear too tight or too loose	___	___
g. The quilled leaves are balanced in size with the grape cluster	___	___
h. Directions were read and accurately followed	___	___

Module: A FAMILY RECREATION ROOM OR ALTERNATIVES

Learning Outcome: Utilize yard, attic, and other seldom used areas of the home for pursuing leisure-time activities.

Behavioral Outcomes:

1. Identifies family recreational activities appropriate for recreation rooms and those activities possible where there is no special recreation room.
2. Determines the advantages and disadvantages of various types of recreation room storage facilities.
3. Modifies space or recreation room plans to meet family needs.

Suggested Learning Experiences:

- Collect and display on a bulletin board pictures of recreation rooms found in magazines. Discuss the family activities and interests illustrated by the rooms. (1)
- Using pictures from magazines, discuss ways of improving recreation room storage space. (2)
- Invite an interior decorator to discuss ways of adapting family recreation rooms to meet specific needs and ways of creating recreational space in homes that do not have a recreation room. (3)
- Discuss own family's indoor leisure-time activities such as hobbies, crafts, and sports. Include the time, equipment, and space needed for these activities. (1, 3)
- FHA experience: plan a community recreation room which could be used by junior and senior high school students. (1, 3)

Suggested Measurement of Student Progress:

- Write an essay describing alternatives to a special recreation room for individual and family recreational activities. (1, 3)
- Plan and draw to scale a recreation room to meet a given family's needs. Include appropriate furnishings and equipment. Rate plan according to a class-developed checklist. (1, 2, 3)

Related Module Title:

A Suitable Dwelling for Good Human Relationships and Home Activities

A Family Recreation Room or Alternatives

Behavioral Objectives	Sample Test Items
1. When shown pictures of four family recreation rooms, the student will be able to list, with at least 80% accuracy, five leisure activities that could be carried on in each room. (B.O.1)	1. Pictures of four family recreation rooms are shown on the attached sheet of paper. List five leisure-time activities that could be carried on in each room. (The family recreation rooms shown will depend upon teacher preference.)
2. Based on class discussion, the student will be able to list, with at least 80% accuracy, five reasons for providing adequate storage facilities for the belongings of individual family members in a family recreation room. (B.O.2)	2. List the five reasons discussed in class for providing adequate storage facilities for the belongings of individual family members in a family recreation room.
3. When shown pictures of four family recreation rooms, the student will be able to list, with at least 80% accuracy, five storage devices in each room and then give one advantage or disadvantage of each storage device. (B.O.2)	3. Pictures of four family recreation rooms are shown on the attached sheet of paper. List five storage devices that are present in each room and then give one advantage or disadvantage of each storage device.
4. Given a family recreation room floor plan including furniture and a list of family recreational activities, the student will be able to describe five ways to modify the plan to make the room more suitable for the activities and obtain a rating of at least 80% on a checklist developed in class. (B.O.3)	4. A floor plan of a family recreation room is shown on a separate sheet of paper. Following the guidelines discussed in class, indicate five ways that the floor plan could be modified to make the room more suitable for playing cards, playing table tennis, watching television, making model airplanes, and dancing. Your modifications will be rated by the checklist developed in class. (The list of activities will depend upon the individual teaching situation.)
	Sample Checklist*

	Yes	No
a. Improves accessibility of equipment storage area	___	___
b. Improves safety of equipment storage area	___	___
c. Allows for more activities to take place at the same time	___	___
d. Reduces the need to move furniture for an activity	___	___
e. Provides an unobstructed pathway through the room	___	___
f. Provides adequate lighting for each activity	___	___

*The checklist will vary depending upon the teaching situation.

5. Given a list of six recreational activities that families or family members can pursue at home without a special recreation room, the student will be able to describe, with at least 80% accuracy, how and where each can be carried out. (B.O.3)	5. A list of six recreational activities which families or family members can carry out in a home without a separate recreation room is given below. Describe how and where each can be carried out. (The list of activities will depend upon the individual teaching situation.)

HOUSING, FURNISHINGS, AND EQUIPMENT

HEALTH AND SAFETY
Level V: 3 hours

Module: THE HOME AND FAMILY: SAFE AND SECURE

Learning Outcome: Seek and identify ways to alter existing houses to promote health and safety.

Behavioral Outcomes:

1. Evaluates architectural features and traffic patterns in the home for safety, efficiency, and convenience.
2. Selects and uses electrical appliances and tools according to established criteria for convenience and safety.
3. Uses precautionary measures when vacationing in remote areas.

Suggested Learning Experiences:

- Classify the architectural features of residences which promote safety. (1)
- Examine samples of building materials and furnishings which are not safe. Observe demonstrations of the flammability of various materials. (1)
- Review interior plans of furnished apartments and homes for architectural features and traffic patterns. Discuss restructuring and reorganizing space and repositioning furniture to increase safety, efficiency, and convenience. (1)
- Review consumer magazine ratings, resource books, and electrical tool and appliance operating instructions to prepare a list of guidelines for selecting safe electrical tools and appliances. Demonstrate in class the proper procedures for using an electrical tool or appliance. (2)
- Compile a list of precautionary measures for the family to consider when leaving the home for a vacation, and when vacationing in remote areas. (3)
- FHA experience: prepare a bulletin board or display case exhibit illustrating safety features of home appliances. (2)

Suggested Measurement of Student Progress:

- Objective test on safe use of appliances and tools. (2)
- Prepare a checklist to rate home and family safety practices. (1, 3)

Related Module Title:

A Suitable Dwelling for Good Human Relationships and Home Activities

The Home and Family: Safe and Secure

Behavioral Objectives	Sample Test Items
1. When given an illustration of a home interior that shows five hazardous architectural features, the student will be able to locate, with 100% accuracy, the hazardous features and give one reason why each is a hazard, according to guidelines discussed in class. (B.O.1)	1. An illustration of a home interior showing five hazardous architectural features is given on a separate sheet of paper. Locate the hazardous features and give one reason why each is a hazard. (The illustration used will depend upon teacher preference.)
2. When given a floor plan of a home that shows the location of all furniture, the student will be able to determine, with 100% accuracy, five ways that the furniture could be rearranged to improve the traffic patterns in terms of safety, efficiency, and convenience, following guidelines discussed in class. (B.O.1)	2. A floor plan of a home that shows the location of all furniture is given on a separate sheet of paper. Determine five ways that the furniture can be rearranged to improve the traffic pattern in terms of safety, efficiency, and convenience. (The floor plan used will depend upon teacher preference.)
3. Based on class discussion, the student will be able to describe, with 100% accuracy, five safety features that should be considered when selecting electrical tools and appliances for the home. (B.O.2)	3. Describe five safety features that should be considered when selecting electrical tools and appliances for the home.
4. Based on class discussion, the student will be able to list, with 100% accuracy, five precautionary measures that should be taken by a family to safeguard their home while vacationing. (B.O.3)	4. List five precautionary measures that should be taken by a family to safeguard their home while vacationing.
5. Based on class discussion, the student will be able to list, with 100% accuracy, five guidelines that should be observed by a family when vacationing at a remote location. (B.O.3)	5. List five guidelines that should be observed by a family when vacationing at a remote location.

HOUSING, FURNISHINGS, AND EQUIPMENT — HEALTH AND SAFETY
Level V: 4 hours

Module: HOUSING FOR THE SICK AND HANDICAPPED

Learning Outcome: Consider space and house environment features in relation to physical and mental health.

Behavioral Outcomes:

1. Identifies the special needs of bedridden and of convalescent persons in relation to room arrangement and furnishings.
2. Develops a room arrangement that would be suitable for the care of a bedridden or convalescent person.
3. Identifies the special needs in the home of individuals with physical handicaps.

Suggested Learning Experiences:

- Invite a public health nurse to discuss special needs in the home care of bedridden, convalescent, and handicapped persons. (1, 2, 3)
- View and discuss film or slide presentations about the environmental needs of both bedridden and convalescent persons. Make a list of special furnishings and equipment needed for each. (1, 2)
- Analyze various home floor plans and discuss ways they could be changed to fit the needs of the convalescent. (1, 2)
- Draw a floor plan of your own home. Indicate how furnishings could be rearranged to accommodate both a convalescent and a home nurse or family member caring for the convalescent. (1, 2)
- Make a list of physical handicaps and next to each handicap write what alterations might need to be made in a home to make it comfortable and convenient for persons with that handicap. (3)
- Collect pictures of rooms and equipment specially designed for handicapped persons. (3)
- FHA experience: volunteer to assist public health nurses in caring for handicapped persons in the community. (3)

Suggested Measurement of Student Progress:

- Analyze a given case study and floor plan and write an essay describing the changes that could be made in the floor plan to accommodate the case study. (1, 2, 3)

Related Module Title:

A Suitable Dwelling for Good Human Relationships and Home Activities

Housing for the Sick and the Handicapped

Behavioral Objectives	Sample Test Items
1. When given a brief description of a convalescent, the student will be able to list five special needs of the convalescent in relation to room arrangement, furniture, and equipment. (B.O.1)	1. A brief description of a convalescent is given below. List five special needs of the convalescent in relation to room arrangement, furniture, and equipment. Mr. Rand is recovering from a stroke. He spends much of his day resting in his room. He is unable to speak, although he can read and write. He uses a walker to get around.
2. When given a diagram of an unfurnished apartment, the student will be able to develop an arrangement for one room that would be suitable for the care of a bedridden person and obtain a score of at least 80% on a checklist developed in class. (B.O.2)	2. You will be given a diagram of an unfurnished apartment. Choose one room of the unfurnished apartment and develop an arrangement that would be suitable for the care of a bedridden person. Your answer will be rated by the checklist developed in class. Sample Checklist* The room provides: a. Bed ___ ___ b. Table near bed ___ ___ c. Chair ___ ___ d. Waste container ___ ___ e. Good ventilation ___ ___ f. Good light ___ ___ g. Relative quiet ___ ___ h. Privacy ___ ___ i. Nearness to bathroom ___ ___ j. Place for storage ___ ___ *The checklist used will depend upon the individual teaching situation.
3. When given a brief description of a person with a physical handicap, the student will be able to name five special features that should be included in the person's home in order to provide for the person's special needs. (B.O.3)	3. Mrs. Kaye is confined to a wheelchair. She does her own cooking and cleaning. Name five special features that should be included in her home in order to provide for her special needs.

Module: A SUITABLE DWELLING FOR GOOD HUMAN RELATIONSHIPS AND HOME ACTIVITIES

Learning Outcome: Consider decisions family must make about housing and furnishings and their effects on relationships.

Behavioral Outcomes:

1. Identifies the spaces in a home which provide for privacy, sociability, and activities.
2. Recommends activities which can help the family have good relationships and lists the necessary equipment and furnishings.
3. Describes attitudes which can help the family have good relationships.
4. Makes changes in own bedroom to improve the living environment.

Suggested Learning Experiences:

- Read about and discuss what constitutes an atmosphere for pleasant living in the home utilizing available space and facilities. (1,2,3)
- Describe indoor activities in which all family members may participate, and designate appropriate areas for these activities. (1,2,3)
- Make sketches of own bedroom and list major activities presently conducted in the room. Make moderate changes in the room sketches to accommodate other desired activities. (1,2,4)
- Discuss challenges which sharing a bedroom with sibling(s) presents and ways to prevent conflict. (3,4)
- FHA experience: design a model room for the school display case showing equipment and furnishings for typical family activities. (1,2)

Suggested Measurement of Student Progress:

- Role-play skit "Sharing a Bedroom" emphasizing some good and some bad experiences in sharing a room. Show how the bad experiences may be corrected by such techniques as compromise and other techniques discussed in class. (1,2,3,4)

Related Module Titles:

The Choice is Yours: Buy or Rent?
Home and Community Resources for Growing Children
A Family Recreation Room or Alternatives

A Suitable Dwelling for Good Human Relationships and Home Activities

Behavioral Objectives	Sample Test Items
1. When given a list of five living areas in a home, the student will be able to list one private and one social activity that could take place in each area. (B.O.1)	1. Five different living areas in a home are given below. List one private and one social activity that could take place in each area.
2. When given a description of a family and their home, the student will be able to list, with at least 80% accuracy, five activities that the family could do together, plus the furnishings and/or equipment needed for each activity. (B.O.2)	2. Mr. and Mrs. Carter have two sons and two daughters, ranging in age from 12 to 17. They live in a small house, but are planning to build a large family room off the kitchen so that they can spend more time together. Using the chart below, list five different activities the family could do in their new family room. Next to each activity, list the furnishings and/or equipment needed for the activity. Activity | Furnishings and/or Equipment
3. Based on class discussion, the student will be able to list three factors, other than activities, that make for good human relationships in the home. (B.O.3)	3. List three factors, other than activities, that make for good human relationships in the home.
4. Using a sketch of his/her own room, the student will be able to recommend changes to improve the living environment by following at least three principles on a class-developed checklist. (B.O.4)	4. Using a sketch of your own room, recommend changes that will improve the living environment, following principles on the class-developed checklist. Sample Checklist for Improving Living Environment* Yes / No 1. Increase usable floor space. ___ ___ 2. Make space for an additional activity. ___ ___ 3. Increase clear area on desk. ___ ___ 4. Provide additional storage for exposed items. ___ ___ 5. Make stored equipment more accessible. ___ ___ 6. Locate items nearer point of use. ___ ___ 7. Improve lighting. ___ ___ 8. Provide better equalized private areas in a shared room. ___ ___ *The checklist will vary depending upon the individual teaching situation.

Module: HOME AND COMMUNITY RESOURCES FOR GROWING CHILDREN

Learning Outcome: Understand ways the home and community resources contribute to or deter normal growth and development of children and youth.

Behavioral Outcomes:

1. Identifies the needs of growing children.
2. Evaluates resources within the home and community in relation to the needs of growing children.
3. Determines which community resources are not available to meet the needs of growing children and suggests cooperative efforts and actions to supplement the available resources.

Suggested Learning Experiences:

- View the J. C. Penney film series: "Homes Are For People: Physical, Psychological, Sociological Needs Homes Fulfill" (1)
- Study and discuss Maslow's Theory of Basic Human Needs. (1)
- Compile information on existing community resources intended for growing children. Evaluate each resource. (2)
- Research community facilities for growing children in other areas, states, and countries. Prepare a report on one such facility, including information on the sponsoring agency, funding, problems, and progress. (2, 3)
- Identify needed resources for children which the community lacks. (3)
- Discuss ideas for creating community resources and facilities to supplement existing ones for children in the area. (3)
- Invite community planners and youth program officials to discuss present programs and future plans. (2, 3)
- FHA experience: participate as volunteers in an existing community resource program for children. (1)

Suggested Measurement of Student Progress:

- Essay - "The Ideal Community for Growing Children." (1, 2, 3)

Related Module Title:

A Suitable Dwelling for Good Human Relationships and Home Activities

Home and Community Resources for Growing Children

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to diagram Maslow's Theory of Basic Human Needs and then list, with 100% accuracy, two needs at each level that are appropriate for growing children. (B.O.1)	1. Draw a diagram of Maslow's Theory of Basic Human Needs and then give two examples of needs at each level that are appropriate for growing children.
2. Based on class discussion, the student will be able to identify two resources within the community which complement the home in meeting the needs of children and then propose one improvement for each resource, with 100% accuracy. (B.O.1,2)	2. Identify two resources within your community which complement the home in meeting the needs of children. Briefly describe one feasible way in which each resource could be improved.
3. Based on class discussion, the student will be able to list five unmet needs of growing children in the community and describe a feasible method of meeting each need. (B.O.3)	3. List five unmet needs of growing children in the community and describe a feasible method of meeting each need.

Module: WISE FOOD PURCHASING

Learning Outcome: Base judgment on knowledge and comparison when purchasing food.

Behavioral Outcomes:

1. Examines factors which influence the current cost and the quality of food products.
2. Evaluates information which is available to help in making wise food purchases.
3. Compares the nutritional value and cost of foods when planning menus.
4. Determines the wisest food purchases by comparing prices of different food brands at different stores, and of foods having similar nutrients and functions in the diet.

Suggested Learning Experiences:

- View filmstrips showing the route of foods from the producer through processing and marketing to the consumer. Discuss the effect of each stage on the final price of food items. (1)
- Take a field trip to a local food-related business, such as a farmer's market, a packing house, or a cannery. (1)
- Invite a consumer affairs resource person to discuss government regulations concerning foods. (1, 2)
- Compile a list of sources of information about foods, such as newspaper advertisements, food package labels, government publications, consumer magazines, food cooperatives, and agencies such as cooperative extension. Evaluate the reliability of each source. (2)
- Take a field trip to a supermarket to observe unit pricing. Practice using unit price information to compare the costs of different brands, sizes, and forms of particular food items. (2, 3, 4)

Wise Food Purchasing

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list five of the seven cost factors that influence the price of food and food products. (B.O.1)	1. List five of the seven cost factors discussed in class that influence the price of food and food products.
2. When given five multiple choice questions about the quality of foods and food products, the student will be able to answer correctly at least four questions, based on the information discussed in class. (B.O.1)	2. For each of the following questions select the best answer and write its number on the line at the left of the question. ____a. Which U.S. Government grade of meat probably would provide the most tender, juicy steak? 1 Prime 3 Good 2 Choice 4 Commercial ____b. What is the best quality guide for selecting eggs? 1 color 3 size 2 price 4 grade ____c. Which head of lettuce is usually the highest quality? 1 the largest 3 the cheapest 2 the firmest 4 the greenest ____d. A head of cauliflower is most likely to be at peak flavor and quality if bought from 1 a local supermarket 2 a corner grocery store 3 a local fruit and vegetable market 4 the farmer who grew it ____e. Which fruit usually remains fresh and tasty for the longest period of time? 1 apples 3 grapes 2 peaches 4 blueberries
3. When given the weight, the retail price, and the number of servings of several different forms of a food, the student will be able to calculate the cost per serving to determine which form is the most economical food purchase. (B.O.2)	3. Calculate the cost per serving, to the nearest cent, of peaches bought in the three forms listed below. Which form is the most economical food purchase? a. Fresh 1 lb. — Weight; Retail Price $.49; No. of Servings 4; Cost Per Serving _____ b. Canned 1 lb.4 oz. — Retail Price .53; No. of Servings 6; Cost Per Serving _____ c. Frozen 12 oz. — Retail Price .69; No. of Servings 3; Cost Per Serving _____

- Compare the taste, cost, and preparation time of several foods made from fresh ingredients with convenience forms of the same foods. (1, 3)

- Discuss the relative cost of foods in each of the basic four food groups. Prepare a list of the best buys in each food group in terms of nutritional value and cost. (3)

- Plan a variety of family meals for one week, considering nutritional value and cost. (3)

- Given a description of a family of four, prepare a week's grocery list for this family. Select two different supermarkets based on their newspaper advertisements. Compare the total cost of the foods on the list at the two different supermarkets. (4)

- FHA experience: prepare a bulletin board displaying different publications providing information helpful in making wise food purchases. (2)

Suggested Measurement of Student Progress:

- Write a report describing factors that influence the cost of food. (1)

- Design a food label that would list all useful information for the consumer. (1, 2)

- Given a specific amount of money, plan a nutritionally balanced dinner. (3, 4)

- Given a list of foods, determine the least expensive form and brand of each food. (3)

Related Module Titles:

Selecting a Food Store
The Label is the Window of the Can

Behavioral Objectives	Sample Test Items
4. When given a price list of ten foods, the student will be able to determine, with at least 80% accuracy, whether each food is a best buy according to the Basic Food Groups chart in the textbook. (B.O.3)	4. Ten foods and their costs are listed below. Rate each food as to whether it is a good buy or a poor buy according to the relative cost and nutritional worth. Use the Basic Food Groups chart in the textbook as a basis for your answer. (The list of foods will depend upon teacher preference.)
5. The student will be able to plan a week's menu (21 meals) for a family of four and obtain a score of at least 75% on a checklist developed in class. (B.O.3)	5. Plan a week's menu for a family of four. Your answer will be rated by the checklist developed in class. Sample Checklist* a. Meals are nutritionally balanced ___ ___ b. Low-cost foods are used ___ ___ c. A variety of flavors, colors, and textures are included ___ ___ d. Preparation time is considered ___ ___ e. Occupational needs are considered ___ ___ f. Ages of family members are considered ___ ___ g. Special diet requirements are considered ___ ___ h. Customs and preferences are considered ___ ___ (Yes / No) *The checklist used will depend upon the individual teaching situation.
6. When given a list of ten foods, the student will be able to determine correctly, to the nearest cent, with at least 80% accuracy, the price per ounce of the cheapest brand of each food in a grocery store. (B.O.4)	6. A list of ten foods is given below. During a visit to a grocery market, determine to the nearest cent, the price per ounce of the cheapest brand of each type of food listed. (The list of foods will depend upon teacher preference.)

Module: SELECTING A FOOD STORE

Learning Outcome: Base judgement on knowledge and comparison when purchasing food.

Behavioral Outcomes:

1. Identifies the types of food stores in the community and the services provided by each type.
2. Compares the cost per unit of food items from several types of food stores.
3. Uses newspaper advertisements to compare prices of standard food items, "specials," "loss leaders," name brands, and store brands, in order to select the food store in which to shop.
4. Compares time, energy, and transportation costs, as well as food costs, when considering possible food stores to patronize.

Suggested Learning Experiences:

- List the food stores in the area and discuss the reasons why certain ones are used by own family. (1)
- Make field trips to a local produce market, a supermarket, and a small grocery store. Analyze each for quality, conveniences, and price. (1, 2)
- Invite a member of a food cooperative to discuss this way of buying food. (1, 2)
- Prepare a list of items from the basic food groups and compare both individual and total costs of the items in several different food stores. (1, 2)
- List a number of staples found in food stores and compare their costs per unit in at least two types of food stores. (2)
- Hold a tasting session to evaluate the quality of several brand name and store brand versions of the same food item. (3)
- Collect food stores' newspaper advertisements which show examples of "specials," "loss leaders," brand names and store brands, and sale prices. Select a store in which to shop and justify the choice made. (3, 4)
- Discuss factors other than food costs which should be considered when selecting a food store. (4)
- FHA experience: compile and distribute to interested persons a list of "Penny Pincher" suggestions for buying food. (1, 2, 3)

Suggested Measurement of Student Progress:

- Prepare a report comparing total "market basket" prices in the several different food stores surveyed. (1)
- Prepare a chart comparing unit costs of specific food items in the several different food stores surveyed. (2)
- Essay test: Which store would you select for making your family's weekly food purchases? Why? (1, 2, 3, 4)

Related Module Titles:

The Label is the Window of the Can
Wise Food Purchasing

Selecting a Food Store

Behavioral Objectives	Sample Test Items
1. When given a list of five different types of food stores, the student will be able to describe briefly, with 100% accuracy, the services offered by each type of food store. (B.O.1)	1. Five types of food stores are listed below. Briefly describe the services offered by each. a. Chain store b. Independent store c. Specialty shop d. Supermarket e. Farmer's market
2. Based on class discussion, the student will be able to list, with 100% accuracy, two basic operating principles of a food cooperative and two services that are provided by a food cooperative. (B.O.1)	2. Based on class discussion, briefly describe two basic operating principles of a food cooperative and two services provided by a food cooperative.
3. When given the weight, retail price, and number of servings for four foods, the student will be able to calculate, with 100% accuracy, the cost per serving of each food to the nearest cent. (B.O.2)	3. Calculate to the nearest cent the cost per serving of each of the foods listed below. a. 1 lb. apples — $.58 — 4 — ___ b. 1 qt. milk — $.58 — 6 — ___ c. 1 lb. chicken — $.58 — 3 — ___ d. 1 loaf bread — $.58 — 12 — ___
4. When given several newspaper advertisements for different food stores, the student will be able to identify, with 100% accuracy, two examples each of specials, loss leaders, and brand name advertisements. (B.O.3)	4. Three newspaper advertisements for different food stores are shown on a separate sheet. From these advertisements, select two examples of each of the following types of advertisements. (The advertisements used will depend upon teacher preference.) a. Specials b. Loss leaders c. Brand name
5. Based on class discussions and conclusions, the student will be able to identify, with 100% accuracy, four different kinds of factors which should contribute to final judgments about which food store to patronize. (B.O.4)	5. List four major factors to consider when deciding which food store to patronize.

FOOD AND NUTRITION

BUYMANSHIP
Level V: 8 hours

Module: THE LABEL IS THE WINDOW OF THE CAN

Learning Outcome: Base judgement on knowledge and comparison when purchasing food.

Behavioral Outcomes:

1. Examines major laws and standards governing the information found on food labels.
2. Classifies the types of food additives according to their function in products and their possible effects on some consumers.
3. Uses food label information to select appropriate canned and packaged food products.

Suggested Learning Experiences:

- Invite a consumer affairs resource person to discuss laws and standards governing food label information. (1)
- Use labels from different canned and packaged foods to make a list of the information required by law and the optional information provided by the manufacturer. (1)
- Compare two brands of French-style salad dressing and one homemade French-style dressing (with its recipe) as to the ingredients, the taste, and the cost of each. (1, 2)
- Discuss the purpose of additives such as flavoring materials, mold inhibitors, emulsifiers, coloring agents, antioxidants, and bleaching agents. Compile a list of products that contain these additives. (2)
- Discuss effects that additives may produce in people with specific health problems. (2)
- Plan a family meal made only from canned foods. Shop for the foods at a grocery store. Prepare the meal and evaluate it for nutrients, taste, appearance, and cost. (2, 3)
- Use food label information and food value tables to plan a day's menu for a person on a low-cholesterol, salt-free diet. (3)
- FHA experience: prepare a bulletin board displaying different food labels and explaining the purpose of the additives listed on the labels. (2)

Suggested Measurement of Student Progress:

- Quiz on types of additives and their purposes. (2)
- Compare food labels to determine those that contain the most helpful, best arranged, and easiest to read information. Prepare a letter to one food packager whose label is inadequate and explain how the label could be improved. (1, 3)
- Evaluate the family meal prepared from canned goods, using a checklist developed in class. (3)

Related Module Titles:

Selecting a Food Store
Wise Food Purchasing

Food and Nutrition - Buymanship
Level V - 8 hours

The Label is the Window of the Can

Behavioral Objectives	Sample Test Items
1. When given a label for canned peaches, the student will be able to identify, with at least 80% accuracy, the information on this label that is required by law. (B.O.1)	1. A label from a can of peaches is given below. List the information on the label that is required by law.
2. When given a list of the different types of additives in canned food products and a list of the purposes of additives in canned food products, the student will be able to match, with 100% accuracy, each additive with the appropriate purpose. (B.O.2)	2. On the line at the left of each type of food additive in Column A, write the number of the phrase in Column B that explains the purpose of that additive. Column A / Column B ___a. Emulsifiers ___b. Antioxidants ___c. Mold inhibitors ___d. Bleaching agents 1. Prevent undesirable changes in color and flavor caused by air 2. Prevent food spoilage 3. Permit the dispersion of tiny particles or globules of one liquid within another liquid 4. Remove the colors in such products as flour, fats and oils 5. Add color
3. When given two cans of a food which are equal in weight but are different brands, the student will be able to determine, with 100% accuracy, which can of food is the better buy in terms of cost and nutritional value and give two reasons for the choice. (B.O.3)	3. The labels and the prices of two cans of food are shown below. After studying each label, state which can of food is the better buy in terms of cost and nutritional value and give two reasons for your answer. (The labels selected will depend upon teacher preference.)
4. Given a set of food labels and prices, the student will be able to select the food best suited for a specified purpose, with 100% accuracy. (B.O.3)	4. From the numbered canned and packaged food labels provided, select the food which best meets each requirement. Write the number of the label on the line at the left of each requirement. Requirements* ___a. Cereal with the greatest amount of vitamin B ___b. Cheapest vegetable ___c. Soup for a low-cholesterol diet ___d. Salt-free food ___e. Fruit for a salad ___f. Product yielding 6 servings ___g. Product having corn oil as its main ingredient *The selection of labels and requirements will depend upon the individual teaching situation.

FOOD AND NUTRITION

LEISURE
Level V: 10 hours

Module: LET'S HAVE A PARTY

Learning Outcome: Can plan, prepare, and serve appropriate foods for various types of entertaining.

Behavioral Outcomes:

1. Identifies the major elements necessary for a successful party.

2. Plans, prepares for, and manages an organized and relaxed party.

Suggested Learning Experiences:

- List and discuss the major elements of a party: guest list, invitations, menu, shopping list, food preparation schedule, table decorations, and entertainment. (1)

- Discuss the differences among various types of parties (e.g. those involving sit-down meals, buffets, a child's birthday party, an informal gathering after a football game) and how these differences affect the preparation necessary for a party. (1)

- Plan and hold a class party inviting, by written invitation, several special guests. Choose chairpersons and committees to be responsible for planning the menu, planning and doing the food shopping, preparing and serving the food, decorating the tables, providing for entertainment, and acting as host and hostess. Develop a rating scale to evaluate the party. (2)

- FHA experience: plan, prepare, and hold a party for students to encourage them to enroll in FHA. (2)

Suggested Measurement of Student Progress:

- Using the rating scale prepared in class, evaluate your own performance and the success of the party. (2)

- Write a news report about the class party for the school newspaper. (2)

- Given a specific situation, plan an appropriate party. (1, 2)

Related Module Titles:

Fondue Cookery
Conversation at Mealtime
Wise Food Purchasing

Let's Have a Party

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, the major elements necessary for a successful party. (B.O.1)	1. List the major elements necessary for a successful party that were discussed in class.
2. When given a description of a party, the student will be able to prepare a plan for the party that covers at least five of the seven elements of party organization that were discussed in class. (B.O.2)	2. A party will be given for fifteen children from three to five years of age. The budget will allow an expenditure of $10.00. Prepare a plan for the party that covers five of the elements of party organization that were discussed in class.
3. When given a plan for a party, the student will be able to prepare for the party and successfully follow five out of the six guides for proper party preparation that were discussed in class. (B.O.2)	3. Using the party plan provided, list all the procedures that should be followed to prepare for the party, according to the guidelines discussed in class. Your performance will be rated by the checklist developed in class. (The party plan provided will depend upon the individual teaching situation.)

Sample Checklist*

	Procedure Performed Yes	No
a. Invitations prepared and sent	___	___
b. Menu planned	___	___
c. Food bought	___	___
d. Time allotted for each activity	___	___
e. Food prepared and properly stored	___	___
f. Beverages prepared and stored	___	___
g. Entertainment prepared	___	___

*The checklist will depend upon the individual teaching situation.

4. The student will be able to manage a party and receive a score of at least 80% on a rating scale developed in class. (B.O.2)	4. Manage the party that you planned previously according to the guidelines developed in class. Your performance will be rated by the rating scale developed in class.

Sample Rating Scale*

	Procedure Performed very well	adequately	poorly
a. Party started on time	___	___	___
b. Hostess pursued basic responsibilities	___	___	___
c. Shy guests were brought into activities and conversation	___	___	___
d. Activities were well-planned in advance	___	___	___
e. Food was appropriate for age group	___	___	___
f. Food service was appropriate for specific type of party	___	___	___
g. Party ended at the time specified	___	___	___

*The rating scale will depend upon the individual teaching situation.

FOOD AND NUTRITION

LEISURE
Level V: 4 hours

Module: FONDUE COOKERY

Learning Outcome: Combine simple food with gracious styles in serving family or guests for social hours.

Behavioral Outcomes:

1. Identifies the different types of fondues.
2. Prepares and serves fondues following appropriate procedures.

Suggested Learning Experiences:

- Read about and discuss origins and customs relating to fondues. Discuss the differences between cheese fondue and other hot dishes featuring cheese. (1)
- View and discuss a filmstrip describing fondue cookery. (1)
- Consult cookbooks and food sections of newspapers and magazines for different fondue recipes. Clip or copy recipes and compile a small cookbook of fondue recipes. (1)
- Observe a demonstration of fondue preparation and of safety procedures to follow when serving fondue. (2)
- Discuss the advantages and disadvantages of serving fondues when entertaining guests. (2)
- Practice in class the techniques of preparing, serving, and eating a fondue. (2)
- Plan a fondue party and prepare and serve the fondue. (2)
- FHA experience: make the class fondue cookbook available to members of the FHA chapter. (2)

Suggested Measurement of Student Progress:

- Rate preparation, quality, and serving of the fondue for the class party. (2)
- Rate the fondue prepared. (2)
- Given specific entertainment situations, explain why a fondue party would or would not be appropriate. (1, 2)

Related Module Titles:

Let's Have a Party
Conversation at Mealtime

Fondue Cookery

Behavioral Objectives	Sample Test Items
1. When given several cookbooks and three types of hot main dishes using melted cheese, the student will be able to identify, with 100% accuracy, the names of the three dishes and give one way in which each differs from a fondue. (B.O.1)	1. Three dishes using melted cheese have been placed on the demonstration table. Name the three dishes and give one way in which each differs from a fondue. (Possible dishes are Welsh rabbit, souffle, grilled cheese sandwich.)
2. When given a fondue recipe and the ingredients, the student will be able to prepare the recipe and receive a score of at least 80% on a checklist developed in class. (B.O.2)	2. Prepare a fondue using the recipe and ingredients provided. Your product will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Ingredients assembled in advance ___ ___ b. Milk properly scalded ___ ___ c. Egg whites beaten stiff but not dry ___ ___ d. Proper folding method employed ___ ___ e. Finished product attractive ___ ___ f. Finished product tasty ___ ___ *The recipe and checklist will depend upon the individual teaching situation.
3. Based on class discussion, the student will be able to list three of the four guidelines that should be followed in order to serve a fondue properly when entertaining. (B.O.2)	3. List three guidelines that should be followed in order to serve a fondue properly.

FOOD AND NUTRITION

HEALTH AND SAFETY
Level V: 8 hours

Module: FEEDING AN INFANT

Learning Outcome: Knows sources and functions of nutrients for optimum health.

Behavioral Outcomes:

1. Consults authoritative sources of information for the most recent guidelines for feeding infants.
2. Compares the advantages and disadvantages of breast feeding vs. feeding with commercial formulas.
3. Follows recognized standards when preparing foods for infants.
4. Practices techniques for feeding an infant that provide a loving, relaxed atmosphere and nutritional well-being.

Suggested Learning Experiences:

- Compile a list of authoritative sources of information about the most recent guidelines for feeding infants. (1)
- Develop a chart showing what, when, and how much to feed a typical infant. (1, 2)
- Invite a pediatric nurse, a pediatrician, or other resource person to discuss the advantages and disadvantages of breast feeding vs. feeding with commercial formulas, and the situations in which one method may be preferable to the other. (2)
- Invite a mother who breast feeds her baby and a mother who bottle feeds her baby to discuss why they chose their method of feeding and their opinions about their method. (2)
- Compare various commercially prepared formulas to assess the different types available to meet individual babies' needs. (2)
- Prepare a fresh fruit or fresh vegetable according to researched recipes for home-prepared baby food. Compare with commercially prepared versions of the same fruit or vegetable as to cost, flavor, and convenience. Decide under what circumstances each type should be used. (3)

- Compare various equipment marketed to facilitate preparation of infant foods and feeding of infants. Distinguish between necessary and optional equipment. (3)

- Prepare infant formula according to manufacturer's directions. (3)

- Invite a resource person to demonstrate proper methods of feeding an infant. (4)

- Practice feeding an infant, using a demonstration doll. (4)

- FHA experience: compile a summary of learnings from this unit and use in peer-teaching for the promotion of "Healthy Babies: Chance or Choice." (1, 2, 3, 4)

Suggested Measurement of Student Progress:

- List authoritative sources of information for the most recent guidelines for feeding infants. (1)

- Given descriptions of specific infants' situations, indicate whether breast feeding or bottle feeding would be preferable and give one reason for each choice. (2)

- Rate food preparation and infant feeding skills. (3, 4)

Related Module Title:

The Label is the Window of the Can

Feeding an Infant

Behavioral Objectives	Sample Test Items
1. The student will be able to list at least five authoritative sources of information for the most recent guidelines for feeding infants. (B.O.1)	1. List five authoritative sources of information for the most recent guidelines for feeding infants.
2. When presented with five case studies, the student will be able to determine, with at least 80% accuracy, whether breast feeding or bottle feeding would be the better method in each situation and give one reason for each decision. (B.O.1,2)	2. You have been given five case studies of specific infants. For each situation, determine whether breast feeding or bottle feeding would be the better method and give one reason for each decision.
3. When asked to identify research findings regarding the superiority, under favorable conditions, of breast feeding over bottle feeding of infants, the student will be able to state, with at least 80% accuracy, five reasons why breast feeding is superior. (B.O.1,2)	3. State five reasons why breast feeding is superior, under favorable conditions, to bottle feeding, according to recent research.
4. Based on class discussion, the student will be able to state four out of five guidelines that should be followed when preparing food for an infant. (B.O.3)	4. State five guidelines that should be followed when preparing foods for an infant.
5. When given an assignment to prepare a specific baby food, the student will be able to prepare the food, with 100% accuracy, according to the guidelines discussed in class (B.O.3)	5. You have been given an assignment to prepare a specific baby food. Prepare the food according to the guidelines discussed in class. (The food to be prepared will depend upon teacher preference.)
6. When given a doll and the appropriate equipment, the student will be able to demonstrate the proper method of bottle feeding a baby and obtain a score of at least 80% on a checklist developed in class. (B.O.4)	6. Using the doll and the equipment provided, demonstrate the proper method of bottle feeding a baby. You will be rated by a checklist developed in class.

Sample Checklist*

	Procedure Performed Yes	No
a. Student's hands washed	___	___
b. Bottle and food prepared in sanitary manner	___	___
c. Feeding gently administered	___	___
d. Baby "burped" properly	___	___
e. Bottle, nipple, equipment, etc. washed and sterilized	___	___
f. Baby handled safely (head protected, etc.)	___	___

*The checklist used will depend on the individual teaching situation.

Module: CONVERSATION AT MEALTIME

Learning Outcome: Utilize food service opportunities to promote beauty, good companionship, and cheerful atmosphere.

Behavioral Outcomes:

1. Determines guidelines for active participation in conversation at mealtime.
2. Engages in pleasant mealtime conversation of interest to all participants.

Suggested Learning Experiences:

- Discuss the value of pleasant mealtime conversation and develop a checklist to evaluate own conversations. (1, 2)
- Analyze and evaluate the social atmosphere and table conversation at two meals which you have or can observe, using the checklist developed in class. (1, 2)
- List various topics of conversation, and ways of introducing them, that may be discussed at family meals. Use some of these topics at own family's meals and report results to the class. (2)
- Record the topics of conversation and the contributions made by each group member at lunch in the school cafeteria for a period of one week. Analyze for possible effects on the group atmosphere and on each person present. Report to the class. (1, 2)
- FHA experience: survey faculty members to ascertain what topics of discussion they deem appropriate for mealtime conversations within the family and within other groups. (2)

Suggested Measurement of Student Progress:

- Given specific occasions, list appropriate topics of conversation and ways of introducing them. (1, 2)
- Prepare a written report on the effects of this module on conversation at own family meals and on participation in meals with other types of groups. (1, 2)

Related Module Title:

Let's Have a Party

Conversation at Mealtime

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, five guidelines for promoting active participation in conversation at meals. (B.O.1)	1. List the five guidelines discussed in class that will help to promote active participation in conversation at meals.
2. Based on class discussion, the student will be able to list, with at least 80% accuracy, five topics of conversation that would normally be of interest to all members of a family or a group at a meal. (B.O.2)	2. List five topics of conversation that would normally be of interest to all members of a family or a group at a meal.
3. Based on class discussion, when given descriptions of people comprising the groups in three mealtime situations, the student will be able to describe, with 100% accuracy, two appropriate topics of conversation and one way of introducing each topic for each situation. (B.O.2)	3. For each of the following mealtime situations, describe two appropriate topics of conversation and one way of introducing them. Situations a. You are at a church-sponsored pancake breakfast with your parents and are seated at a table with several adults you have never met before. b. You are eating your first meal at summer camp. c. New neighbors with children ages 10, 12, and 14 are having dinner with your family.

Module: SOCIAL INFLUENCES ON FOOD

Learning Outcome: Recognize the interrelatedness of world food supplies to international social and economic conditions.

Behavioral Outcomes:

1. Identifies the influence of the educational, social, and cultural environment on food habits.
2. Examines the effects of food shortages on people in different areas of the world.

Suggested Learning Experiences:

- Interview members of the community who have lived in other parts of the world and record their experiences with different food habits. Request a recipe from each. (1)
- Discuss major influences of the educational, social, and cultural environment on food habits. (1)
- Research one area of the world where religious or cultural traditions exert a strong influence on food habits. (1)
- Compile a list of areas of the world where food supplies are not adequate to feed the population. Discuss the effects of food shortages on the people. (2)
- Compare the average daily calorie intake of people in Third World nations with that of people in industrial nations. (2)
- Research public and private organizations that provide food to needy nations. (2)
- Plan menus which are nutritionally adequate but which avoid certain foods because of cultural or religious customs, dietary patterns, or lack of adequate supply. (1, 2)
- Plan recipes using surplus food commodities such as those provided to needy nations by foreign aid agencies. (1, 2)
- FHA experience: develop a bulletin board on "Diets Around the World". (1, 2)

Suggested Measurement of Student Progress:

- Choose an Asian or African country and plan a day's menu using the food available in that country. (1)
- Prepare a recipe using a surplus food commodity. (2)

Related Module Title:

Wise Food Purchasing

Social Influences on Food

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, two ways that food habits are influenced by the educational environment and two ways that food habits are influenced by the cultural environment. (B.O.1)	1. List two ways that food habits are influenced by each of the following: a. Educational environment 1. _____ 2. _____ b. Cultural environment 1. _____ 2. _____
2. When given a list of 13 foods available to the people of Asia and/or Eastern Europe, the student will be able to prepare a day's menu that is nutritionally adequate and receive a score of 100% on a checklist developed in class. (B.O.1, 2)	2. Thirteen foods which are available to the people of Asia and/or Eastern Europe are listed below. Using these foods, prepare a day's menu that is nutritionally adequate. The menu will be rated by the checklist developed in class. Foods a. Rice, b. Wheat, c. Maize, d. Millet, e. Coco-yams, f. Groundnuts, g. Beans, h. Peas, i. Cassava, j. Plantains, k. Gourds, l. Coconuts, m. Cabbage Sample Checklist* a. Menu contains protective foods that provide protein, minerals, and vitamins — Yes ___ No ___ b. Menu contains at least one food that provides the nutrient fat — Yes ___ No ___ c. Menu contains two carbohydrate foods — Yes ___ No ___ d. Menu contains a food rich in vitamin C — Yes ___ No ___ *The checklist used will depend upon the individual teaching situation.

Behavioral Objectives	Sample Test Items
3. When given a list of five surplus commodities, the student will be able to prepare a recipe using at least three of the commodities according to the guidelines discussed in class and obtain a score of 100% on a checklist developed in class. (B.O.1, 2)	3. Five surplus commodities are listed below. Prepare a recipe which uses at least three of the surplus commodities according to the guidelines discussed in class. The recipe will be rated by the checklist developed in class. Surplus Commodities a. Powdered milk b. Soybeans c. Shortening d. Flour e. Rice Sample Checklist* a. Recipe contains protein, minerals, and vitamins ___ ___ b. Recipe has no more than five steps in the directions ___ ___ c. Recipe can be cooked within one class period ___ ___ d. Recipe can be combined with other dishes ___ ___ e. The food produced has a pleasant taste and aroma in the judgment of at least 75% of the class ___ ___ *The checklist used will depend upon the individual teaching situation.

FOOD AND NUTRITION

CAREER
Level V: 3 hours

Module: CAREER DISCOVERY - THE WORLD OF FOODS

Learning Outcome: Know the skills needed in various food occupations.

Behavioral Outcomes:

1. Identifies home economics jobs and job requirements for food and food services careers.
2. Specifies personal qualities needed for successful food-related employment.
3. Outlines training required for specific food-related occupations of personal interest.

Suggested Learning Experiences:

- Brainstorm to compile a list of home economics jobs dealing with food and food service. (1)
- Study "help wanted" sections of newspapers to locate ads for food-related jobs. List the personal traits and educational qualifications most often mentioned as job requirements. (1, 2)
- Research two types of careers in the world of foods, using library materials. Report to the class on salary, duties, desirable personal qualities, and educational requirements. (2, 3)
- Take a field trip to a company which employs people having economics skills related to food. Interview two persons to determine their duties, the necessary skills, and personal traits. (2, 3)
- FHA experience: organize a permanent career file on home economics occupations. Make it available for all students through the school library. (1, 2, 3)

Suggested Measurement of Student Progress:

- Match job titles with job descriptions and personal qualities needed for a variety of food-related occupations. (1, 2)
- Prepare an information bulletin board showing food career opportunities. Include the educational requirements of each position. (1, 3)
- List own personal qualities. Using this list, choose one appropriate food-related career. (2)

Related Module Title:

Seeking a Job

Food and Nutrition - Career
Level V - 3 hours

Career Discovery - The World of Foods

Behavioral Objectives	Sample Test Items
1. Using the appropriate references, the student will be able to list, with at least 80% accuracy, the job requirements for five food and food services jobs. (B.O.1)	1. Using the references provided, list the job requirements for each of the five food and food services jobs given below. (The jobs listed will depend upon teacher preference.)
2. When given a list of five food-related jobs, the student will be able to describe briefly, with at least 90% accuracy, ten personal qualities that are needed to be successful in one of the jobs. (B.O.2)	2. Five food-related jobs are listed below. Briefly describe ten personal qualities that are necessary to be successfully employed in one of the jobs. a. Chef b. Waiter-waitress c. Kitchen supervisor d. Hospital dietitian e. Restaurant manager
3. Using the appropriate references, the student will be able to list, with at least 80% accuracy, the training requirements for ten food-related jobs. (B.O.3)	3. Ten food-related jobs are given below. Using the references provided, briefly describe the training requirements for each job. Food-Related Jobs a. Hospital dietitian b. Therapeutic dietitian c. Research dietitian d. Business home economist e. Food journalist f. Institutional manager g. Restaurant administrator h. Chef i. Waitress j. Food chemist

Module: ALTER AND RESTYLE YOUR CLOTHING

Learning Outcome: Be able to alter ready-to-wear clothing for self and others.

Behavioral Outcomes:

1. Evaluates contemplated purchases of sale garments with respect to cost, need for alterations, and possible alternative purchases.

2. Alters garments using appropriate fitting techniques and construction methods.

3. Restyles an unusable garment or utilizes its fabric to produce other items.

Suggested Learning Experiences:

- Take a field trip to a second-hand clothing store to examine garments for feasibility of alteration. (1)
- Describe personal experiences with purchases of garments that needed alterations. Discuss whether the cost and time required for alteration made the purchase worthwhile. (1)
- Review fitting techniques and basic construction methods, and discuss the differences between altering existing garments and altering paper patterns when making garments. (1, 2)
- Invite a professional seamstress to demonstrate alterations. (2)
- Alter a garment to achieve a better fit or a more fashionable look. (3)
- Collect ideas from magazines and craft books for utilizing wornout jeans to make other items. Prepare a booklet describing these ideas. (3)
- FHA experience: recycle unusable garments to make accessories or gifts. (3)

Suggested Measurement of Student Progress:

- Evaluate altered garments for fit, alteration methods, and final appearance, according to a checklist developed in class. (2)
- Given unusable garments, describe ideas for altering them. (1, 2, 3)

Related Module Title:

Changing Fashions in Clothing

Clothing and Textiles - Buymanship
Level V - 8 hours

Alter and Restyle Your Clothing

Behavioral Objectives	Sample Test Items
1. Using an evaluation sheet developed in class, the student will be able to evaluate a sale garment and correctly determine whether it is a good buy, in terms of purchase price plus cost in time, skill, and money for needed alterations. (B.O.1)	1. Evaluate the given sale garment using the evaluation sheet developed in class and determine whether the garment is a good buy in terms of purchase price plus cost in time, skill, and money needed for alterations. Sample Evaluation Sheet* (a) Original price - Sale price = Savings $_____ - $_____ = $_____ (b) Supplies + Wages = Cost of Alterations $_____ + $_____ = $_____ (c) Savings - Cost of Alterations = True Savings $_____ - $_____ = $_____ (d) Time needed for alterations: _____ Could you make the alterations?_____ (e) Should this garment be purchased?_____ *The evaluation sheet used will depend upon the individual teaching situation.
2. When given a garment that must be altered to correct a specific fitting problem, the student will be able to alter the garment correctly and receive a score of at least 90% on a checklist developed in class. (B.O.2)	2. Alter the given garment to correct the fiting problem described on the card attached to it, following the procedures demonstrated in class. Your performance will be rated by the checklist developed in class. Sample Checklist* a. Determined the best method of alteration — Procedure Performed: Yes ___ No ___ b. Performed neatly any necessary ripping out ___ ___ c. Pinned or basted the alteration ___ ___ d. Sewed the alteration ___ ___ e. Pressed the garment ___ ___ f. Alteration completed satisfactorily ___ ___ *The checklist used will depend upon the individual teaching situation.
3. When given five garments which are out of style, the student will be able to give, with at least 80% accuracy, two ways of restyling each garment to produce a fashionable garment. (B.O.3)	3. Each of the five garments shown is out of style. Give two ways of altering each garment to produce a fashionable garment.
4. When given five garments which are no longer usable for the purpose for which they were made, the student will be able to describe one way of utilizing the fabric in each garment. (B.O.3)	4. Each of the five garments shown is no longer usable for the purpose for which it was made. Describe one way of utilizing the fabric in each garment.

CLOTHING AND TEXTILES

LEISURE

Level V: 7 hours

Module: FABRIC PRINTING

Learning Outcome: Use leisure time to encourage potential creativity, extend skills, develop hobbies, or to sew for profit.

Behavioral Outcomes:

1. Identifies different printing methods used for fabrics.
2. Creates designs for printing on fabric to serve designated uses.
3. Organizes and completes a chosen printing process for predetermined purposes.

Suggested Learning Experiences:

- Do library and community research on the methods of fabric printing and the purposes they can serve. (1)
- Observe teacher demonstrations of different printing methods. (1)
- Use information learned from demonstrations to draw conclusions about the types of ink and methods of printing as they relate to the fiber content of fabrics. Present the conclusions in chart form. (1)
- Review photographs, magazines, and store windows for design ideas and discuss design principles as they apply to fabric printing. (2)
- List and gather tools for one printing method that can be done in the home. List the steps in the printing procedure. (3)
- Attempt in class one method of fabric printing. (3)
- FHA experience: prepare a "Fabric Printing" bulletin board outlining printing procedures and displaying the fabrics printed in class, with explanations of the process used for each fabric. (1, 2, 3)

Suggested Measurement of Student Progress:

- Given the fiber content of several fabric samples, describe the best method of printing each. (1)
- Demonstrate at least one method of fabric printing, using a design of own creation. (2, 3)

Related Module Titles:

Making Leisure Time Worthwhile
The Art of Quilling

Clothing and Textiles - Leisure
Level V - 7 hours

Fabric Printing

Behavioral Objectives	Sample Test Items
1. When shown five printed fabric samples, the student will be able to identify, with at least 80% accuracy, the printing method that was used for each fabric sample. (B.O.1)	1. You will be shown five fabric samples. In the space provided below, write the name of the printing method that was used for each fabric sample. a. _____ b. _____ c. _____ d. _____ e. _____
2. Using the principles and elements of art demonstrated in class, the student will be able to create a fabric design which will receive a score of 80% on a checklist developed in class. (B.O.2)	2. Create a fabric design following the principles and elements of art demonstrated in class. Your work will be rated by the checklist developed in class. Sample Checklist* Yes a. Good lines ___ ___ b. Good rhythm ___ ___ c. Good proportion ___ ___ d. Appropriate space ___ ___ e. Good design balance ___ ___ f. Good color balance ___ ___ *The checklist used will depend upon the individual teaching situation.
3. Based upon class learnings and using a previously created design, the student will be able to prepare a printed sample of fabric and receive a score of 100% on a checklist developed in class. (B.O.3)	3. Following the procedures demonstrated in class and using the design which you previously created, prepare a printed sample of fabric. Your work will be rated by the checklist developed in class. Sample Checklist* Procedure Performed Yes No a. Organized materials ___ ___ b. Prepared fabric ___ ___ c. Blocked fabric ___ ___ d. Printed fabric ___ ___ e. Set dyes ___ ___ f. Applied design properly ___ ___ g. Applied design clearly ___ ___ h. Cleaned up neatly ___ ___ *The checklist used will depend upon the individual teaching situation.

Module: CHANGING FASHIONS IN CLOTHING

Learning Outcome: Be aware of situations and events which have an influence on fashion trends.

Behavioral Outcomes:

1. Describes how fashions change in response to economic and societal forces.

2. Determines that currently fashionable styles are not always best suited to own figure type and chooses modified styles.

Suggested Learning Experiences:

- Research and discuss styles of clothing from various periods in history. Illustrate these styles on a bulletin board. (1)

- Analyze various sociological forces that have influenced fashion changes, with emphasis on the evaluation of current styles. Augment bulletin board display with notations about influences at each period. (1)

- Compare the fashions shown in own and parents' childhood snapshots with current fashions for children and adults. (1)

- Examine fashion magazines and pattern books for currently fashionable styles. Discuss which styles would be suitable for own figure type. (2)

- Evaluate the extent to which changing fashions influence own clothing purchases and feelings about clothes worn. (2)

- FHA experience: distribute a questionnaire concerning factors that influence own and parents' dress choices. Compile responses and analyze differences. (1, 2)

Suggested Measurement of Student Progress:

- Discuss in an essay ways in which each of the following have influenced 20th-century fashion changes: increased popularity of sports, World Wars I and II, women's movement. (1)

- Using pictures that illustrate two distinct fashion periods, present an oral report explaining the sociological factors responsible for the differences illustrated. (1)

- Choose three currently fashionable styles of sportswear. Write a paragraph explaining why each style would or would not suit own figure. (2)

Related Module Title:

Alter and Restyle Your Clothing

Changing Fashions in Clothing

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, three societal and three economic forces that influence fashion changes. (B.O.1)	1. State three social and three economic forces which influence fashion change.
2. When given several currently fashionable clothing styles, and four figure types, the student will be able to select, with at least 75% accuracy, the figure type that would look most attractive and the figure type that would look least attractive wearing each style. (B.O.2)	2. For each of the styles listed below, select the figure type, chosen from those shown, that would be most attractive and the figure type that would be least attractive wearing each style. (The styles and figure types will depend upon teacher preference.)